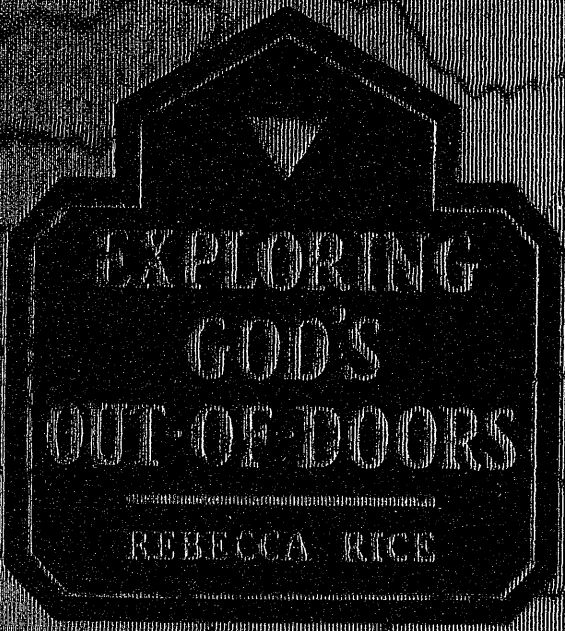

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LEADER'S MANUAL

PRESENTING

UNITS OF GUIDED EXPERIENCE IN CHRISTIAN EDUCATION FOR PRIMARY GROUPS

Based on Descriptive Outlines developed by the Protestant Christian forces of the United States and Canada through the International Council of Religious Education and released to the constituent denominations

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TO THE MEMORY OF MY MOTHER
WHO TAUGHT ME TO LOVE GOD'S OUT-OF-DOOR WORLD
AND TO
THE MANY GIRLS AND BOYS
WHO HAVE FOLLOWED THE "NATURE TRAIL" WITH ME

1389006

I

EXPLANATION AND AIMS OF THE COURSE

Ways of Nature Revealing the Mind of God. This course endeavors to lead children, through their own observation, study, and growing appreciations, *to feel God's presence as revealed by his handiwork.* The wonders that they see in the great outdoor world about them should speak of his thought, care, and power.

Beauty and Wonder. The children's appreciation of the beauty and wonder of God's world should bring delight to their hearts and *make them want to express* their joy in thanks and praise. It should *make them want to preserve and reproduce some of the beauty which they have found,* and to *create new beauty of their own to be shared with others.*

Great Natural Laws and the Sense of Security. Natural laws control the universe, some of which the children will come to know through opportunities offered for exploring in the out-of-doors, through study, and through discussion. Through their progressive discoveries the children should *begin to see how obedience to, or cooperation with these laws leads to life and health and growth, while defying or ignoring them leads to suffering and death.*

Study of the seed cycle and other phenomena which are always to be depended on is suggested in order *to help to establish a sense of security* in a universe controlled by a wise, consistent, and loving Power.

Love at the Heart of the Universe. In the working out of eternal law, both in the realm of nature and of man, it is inevitable that tragedies will occur. It is also inevitable that children will come face to face with these tragedies and question them. It is hoped that their experience with the love of God, revealed through their own feelings of concern for friends in trouble and through the love of parents and friends for them, will be such that *they will understand that God cares when we suffer.*

Cooperation and Interdependence. A study of the ways in

which certain of God's creatures cooperate with each other, and by so doing benefit themselves, each other and the entire community should teach valuable lessons to children. Here are opportunities for showing the desirability of cooperation versus competition. Children should *see the need of cooperation and the benefits that come from working together for the good of all.* They will see bees depending upon flowers for nectar and pollen, plants depending upon bees for the exchange of pollen that is needed for fertilizing seed, and men depending upon both for food.

Man's Part. Next, the course seeks to show man's part in the great scheme of living. Through work on window boxes, experiences in parks and playgrounds, and in service activities through stories of engineering, city planning, etc., the children will *see how man cooperates with God* to keep the out-of-doors beautiful, and to make the world a better place in which to live.

Worship. *We are attempting to secure real worship* through increased understanding and appreciation of the beauties and wonders of the universe, of God's provision for life, of human relationships, and the part man plays in making the world more livable.

Informality of Method Demands a Flexible Course. The objectives indicated in this explanation of the course are best worked out through informal teaching, as we should plan our work according to the interests and capabilities of the children. The course is intended to be suggestive rather than a pattern. It can be adapted to either country or city schools, but in order that it may be used under very different circumstances and conditions, more material is included than there is place for in any one school.

The course is planned for a five-week vacation school. As some schools are in session for only two or three weeks, the course is divided into five units. All five units contribute to the aims of the course, but each one is distinctive and complete in itself. Divisions are as follows:

First Week.	Exploring God's Out-of-Doors for the Beautiful, the Curious and Wonderful.
Second Week.	Discovering God's Provision for Life.
Third Week.	Finding Some Things That Are Always.
Fourth Week.	Cooperating with God to Make the World a Better and Happier Place.
Fifth Week.	Sharing Our Experiences with Others.

The work planned for the first two weeks is particularly adaptable to communities where the children can explore fields, ponds, brooks, woods, or gardens. Many cities, however, have parks within walking distance of the churches. Where it is absolutely impossible to go on expeditions with the children to discover beauty in God's out-of-doors through actual contact, pictures and poems can be substituted. Libraries are usually rich in files of nature pictures, and loans can easily be secured.

If a leader wishes, she may start her group with the third week plan which is equally applicable to city and country. It is so full that the work might be extended to cover a two- or three-week course if more of the suggested activities are chosen.

Selecting the Material to Fit One's Own Situation. Every leader should choose materials that best suit her group. The study of the cooperative ways of bees and ants, for instance, will suggest to groups having difficulty in learning to work together that even insects in hives or ant hills work for the good of each other and the whole colony. Cooperation will be found to be one of God's laws for living, the ignoring of which leads to suffering. A leader may have outside resources not mentioned here.

Nature Material Must be Accurate. Rather than giving false or doubtful information we may say, "I do not know exactly about that, but we can try to find out," or "Even famous scientists who have studied for years do not know all about these things. They, too, are discoverers." Nature study must be authentic. Personification for the purpose of moralizing defeats the purpose of the course. Study of the out-of-doors is so rich in wholesome teaching that it needs no sugar coating. This, however, does not exclude fiction if it is recognized as fiction by the children. The *Just So Stories* and *Bambi* are examples of this type of material. They are a part of a child's heritage.

Activities. Activity is the language of childhood. To quote Dr. Dewey, "A child works it out before he takes it in." We must, however, guard against rushing from one thing to another too rapidly. One group of children will work for days carrying out one of the activities suggested. Another group may be working out something entirely different. Each group is making adjustments, experimenting, drawing its own conclusions, and deriving benefits

from what it is accomplishing. In general discussion periods the groups compare notes, make suggestions, and find out what other groups are doing. As soon as one thing is finished to everyone's satisfaction the group dissolves and others form.

Where Freedom and Flexibility of Program Are Not Possible. A free program is possible in small schools and in schools where two or three age groups do not have to adjust their time schedules to each other because of a need to share equipment or the services of specialists in music, craft work, or playground activities. Where these things must be considered, a more formal program should be followed. Local circumstances determine what the program should be, for what works well in one place may not serve in another. Ways of dividing the morning program follow:

IN AN INFORMAL TYPE OF SCHOOL

8.45- 9.00. Informal activities and class book work, preparing the room, examining specimens, caring for creatures needing food or attention, reading at browsing table, finishing uncompleted work, etc.
9.00- 9.30. Opening worship (where formal worship periods are desired), story, discussion, planning.
9.30-10.00. Music (where music specialist is available). This includes teaching songs, music appreciation, rhythms, folk dances, singing games, and creation of new songs by children. Each program should be varied.
10.00-10.30. Play period (where specialist is available). If no playground leader is connected with the school, the assistants can take charge of organized play.
10.30-11.30. Interest groups. The children separate into groups to carry out activities. The work should be varied.
11.30-12.00. Meeting of entire group. This period is for discussion, checking the work done, sharing of experiences, more planning, and informal worship.

ANOTHER PROGRAM

9.00-10.00. Activities of class or department groups carried on in their own rooms.
10.00-10.30. Period of fellowship and worship. (Assembly of whole school or department for music, story, discussion, plans, and worship.)
10.30-11.00. Play.
11.00-12.00. Class or department activities.

THIRD PROGRAM

9.00- 9.30. Opening assembly for music, plans, story, discussion, and worship.
9.30-10.00. Play.
10.00-11.30. Class or department activities.
11.30-12.00. Song period.

Small Schools. In small groups the organization may be very flexible and subject to change. One leader with several assistants should be in charge of the entire group. The children plan what they will do in reference to the unit of work undertaken, and form interest groups under the leadership of the assistants. As soon as one group plan is worked through to a satisfactory conclusion, another group is formed. There is constant changing in the personnel of these groups, though the children should feel the responsibility of finishing whatever is begun in a group.

Large Schools. In large groups the above type of organization would cause confusion, wasted time, and nervous tension for both the children and the leaders. A more formal set-up must be followed.

To meet this situation, one department leader divided her group into three parts according to the children's grade placement in the public schools. Over each of these groups was a leader who had several assistants to work with her. These three group leaders met frequently with the department leader to plan, evaluate, and confer. They also met with their assistants to plan the work of the group and to choose the activities best suited to the age, experience, and need of their own grade. Each grade group was divided into interest groups under the leadership of the grade leader. The leader of the entire department was responsible for the worship program, leader conferences, general planning, and the checking of results. A secretary kept records of attendance and took care of all the supplies.

Another leader divided a large, ungraded group by interests, each of the smaller groups being led by an assistant teacher and choosing its own activity or interest. Frequent conferences were held between the leader and the assistants for planning and checking results. The children in the different groups reported discoveries and shared their experience with others during the general assembly. The secretary was in charge of all records and supplies.

In still another large department it was found easier to have half the children come in the morning and half in the afternoon. In this case there were not enough teachers to carry on the work of the entire school in the morning, but there was a possibility of getting others to come in the afternoon. In this particular school the leader came both morning and afternoon. Both children and leaders approved of this arrangement. They realized that in small groups

there was better opportunity for knowing each other, and as one of the little boys said, "It's much more fun when there are not so many. We can get a whole lot more done." In this school several of the helpers were so interested in the work that they gave both mornings and afternoons to it, while others came for just one session.

Specialists. Where there are specialists in music, dramatics, craft work, or playground activities, there should be frequent conferences between them and the leaders so that their work will be in harmony with the purpose and general activity of the group. Time schedules must be arranged to fit them in, for often several departments must share their services.

The Very Large School. Where vacation schools are very large a still more formal set-up is sometimes advisable. It is not possible for a large number of children to move about freely, for confusion follows. One of the points to be stressed in such a school is the individual responsibility for the group comfort and happiness.

This course can be adapted to such a school. Two programs are offered:

FIRST PROGRAM

1. Worship. 9.00-9.20.
2. Group Activities. (Children working in their grade groupings.) 9.20-10.00.
3. Games. 10.00-10.30. (Either by groups or as a department.)
4. Teaching Period as a Department. (New songs, music appreciation, poetry, etc.) 10.30-11.00.
5. Group Activities. 11.00-11.40.
6. Fellowship and Sharing Period. (For reports, plans, story-telling, etc.)

SECOND PROGRAM

1. Fellowship. 9.00-9.30.
2. Group Activities. 9.30-10.30.
3. Games. 10.30-11.00.
4. Teaching Period or Group Activities. 11.00-11.20.
5. Worship. 11.20-12.00.

For suggestions on worship and group activities see other sections of this course.

In planning their work the leaders must choose activities which can be carried out at the tables. Many suitable activities are suggested through the course; others are listed below:

1. Class Book Activity.
2. Notebook Work.

3. Reading and Finding References in Nature Books (second and third grades).
4. Using Nature Picture Books (first grade, second grade, third grade).
5. Memorization of Poetry and Bible Material.
6. Making Posters.
7. Making an Aquarium.
8. Slipping Plants.
9. Writing Original Stories, Poems, Prayers.
10. Illustrating Original Material, Stories, Poems, Activities, etc.
11. Making Model Gardens, Playgrounds, Sand Table Work.
12. Preparing Puppet Shows.
13. Table Dramatization. (One class dressed little dolls, made scenery for the table, planned little plays, moved the dolls about and spoke for them. This makes dramatic expression possible where it might not be ably carried out otherwise.)
14. Making Peep Shows.
15. Making Moving Pictures. (Pictures drawn on a roll of paper by the children, fastened in a box, and unrolled from one roller onto another while a child tells the story.)

II

EQUIPMENT

THE equipment for teaching this course varies, but there are some things which should be in every vacation school attempting a course of this sort.

Tables, Shelves or Screens. A place should be provided for displaying materials where everyone can see them. There should be tables, a place for supplies, and a browsing table. There should be screens or a bulletin board on which to hang pictures. If regular screens cannot be obtained, burlap or black mosquito netting can be used instead. Orange crates obtained at local stores and painted can be used for a museum or library.

Textbooks. Each group should have at least one good nature textbook, such as Comstock's *Handbook of Nature Study,* for the teachers. Where possible a public library should be used freely both by the children and the teacher. The more good books, magazines, and pamphlets can be provided for the children, the better. Sometimes it is possible to get *Nature Magazine* and *The National Geographic* very cheaply at secondhand stores. A bibliography is given on page 148 in this book.

The Department of Agriculture at Washington sends out many free publications which would be of great value to the teacher. A list of these will be sent if the teacher will write for it. While the information given is beyond the comprehension of the children, much of it may be retold by the teacher.

Cages and Aquarium. Comfortable surroundings must be provided for the little living creatures that will be brought in. These should be roomy and as much like the natural surroundings as it is possible to arrange them. A dishpan makes an excellent small pond for turtles, salamanders, dragon-fly larvæ, polliwogs, and goldfish. This should be arranged in imitation of a small pond. (See page 133 for information about making a well-balanced aquarium.) It is well to have a number of glass jars on hand to use as temporary homes for other small water creatures.

A wire pop-corn popper makes an excellent home for caterpillars and grasshoppers. This is airy and the creatures inside can be seen easily. There is no danger of their escaping from it. A cricket cage may be made by planting a clover plant in a flower pot. Over this put a kerosene lamp chimney, pressing it down into the dirt of the flower pot. Then cover the top of the chimney with a piece of mosquito netting, using an elastic band to hold it in place.

Paper boxes of various sizes, tin pails, wooden boxes such as can be obtained from the grocer, and extra mosquito netting are valuable assets, for they may be quickly converted into cages for unexpected little visitors.

Blueprint Paper. Secured from some firm that sells architectural supplies, this is more convenient if it is cut, and is usually about a cent a sheet. It is cheaper to buy it in rolls. A ten-foot roll costs about $1.25, and this is enough for many children. In cutting the paper utmost care should be taken to expose it as little as possible to the light. Unroll in as dark a room as possible, a little at a time, face down while you are measuring and cutting. Oblong pieces of glass are also needed for making blueprints. Ordinary window panes, 8″ x 12″, are suggested for general purposes.

Bible Verses Related to the Course. A set of cards on each of which is printed a Bible verse can be used in a number of ways in connection with this course. Large printing that can be seen across the room is especially useful. The verses are printed in India ink or with black crayon on strips of heavy cardboard. These cards are not to be used for drills but may be pinned by the children under pictures that they think "match" the verses; or the children may make pictures of what they have seen and then find the verse that best expresses their thoughts. The cards should be spread out on a table where the children will have easy access to them.

Pictures. Many pictures should be used in connection with this work. They should be large enough to be seen across the room. In addition to these there should be small pictures for use at the tables, for scrapbooks, or for the class book. *The National Geographic Magazine* has had beautiful nature pictures in some of its past issues. *Nature Magazine* is excellent source material both for pictures and information. Other sources of nature pictures are the Perry Picture Company, The National Audubon Society, and the Joseph Dodson

Company. Pictures of children at work or play from magazine covers or advertisements may also be used. Bible pictures in keeping with the course may be used. The Perry Picture Company has many different copies from the masters of art, such as: "The Angelus," "The Song of the Lark," and "The Gleaners."

Music Books. It is well to have several music books containing songs that fit various occasions. The pianist is a most important person, for in her hands lies much of the task of creating the atmosphere of worship. *Gems of Melody and Rhythm* by Blanche Fox Steenman, published by Theodore Presser Company, Philadelphia, is suggested for music appreciation.

Other Supplies. Pencils, crayons, rulers, scissors, paste, clay for modeling, paints, and erasers are necessities. Heavy brown wrapping paper for booklets, a package of practice paper with a five-eighths inch ruling, manilla drawing paper, a box of inexpensive stationery, colored construction paper, and blueprint paper will also be found desirable. Colored cellophane for making "stained-glass windows" may be used. (See Section VIII, ACTIVITIES.)

Addresses

Joseph Dodson, Inc., 225 Harrison Street, Kankakee, Ill. (Send for free booklet.)

Wild Flower Preservation Society, 3740 Oliver Street, Washington, D. C. (Material on flowers.)

Perry Picture Company, Box 1, Malden, Mass. (Send ten cents for catalogue.)

Milton Bradley Co., Springfield, Mass. (Send for catalogue of school supplies.)

Dennison's, Dept. K., Framingham, Mass. (School supplies, crêpe paper, etc.)

J. L. Hammett Co., 290 Main Street, Cambridge, Mass. (Send for catalogue of school supplies.)

III

WORSHIP

WORSHIP is the conscious seeking to draw near to God. It is shutting out other thoughts and realizing his presence. It is putting ourselves into harmony with God *and his purposes.*

A little girl went into the country one day with her parents. It was a perfect October day, and the woods and swamps were a glory of gold, orange, and crimson. The pond was as blue as only a pond can be that is reflecting the blue of October skies. The child felt the presence of God in the beauty of his handiwork.

"It's funny," she said thoughtfully, "but I feel just as if God were here,—more than I do in Sunday school."

All of us in looking back and reviewing our own experiences will remember times when we truly worshipped in the great out-of-doors. Here much emphasis is placed upon informal worship. In the midst of a class activity a sudden appreciation or bit of new wisdom will bring to a whole group an awareness of God. Readiness to worship comes spontaneously and at unexpected moments. All leaders should train themselves to see opportunities for informal worship and to make the most of such moments when they come. We are speaking here, however, particularly of the period called the service of worship held more or less regularly in the church.

Worship cannot be forced. There is, however, the possibility of bringing people into the spirit of worship, creating a readiness for participation in the fellowship of many seeking for and rejoicing in God's truth. Often we enter church in anything but a worshipful mood. The very atmosphere of the church begins to calm us the moment we settle ourselves into it. The soft music of the prelude, suggestive of meditation and quiet, brings relief and relaxation. We become ready to worship. We are worshipping.

The same thing can happen with children. They are sensitive to atmosphere and to the fitness of things. A place of disorder, noise, and confusion does not seem a fitting place to hold a service of worship. The idea of "going apart" appeals to one, and suggests, when possible, leaving the place which has become disorganized from work and play and seeking another. Often this is a different part of the room. When only one room is available for

the school, the worship center is usually at the front of the room and the work tables at the rear. Sometimes it is possible to take the children out-of-doors for the worship service; sometimes, into the church auditorium.

A worship center should be arranged simply, but beautifully. The children themselves should arrange it and keep it lovely. A burlap screen on which is hung one beautiful picture which expresses the mood of the particular service planned for the day might be placed behind a small table on which is a pretty linen cover. On the table might be an artistic arrangement of flowers gathered by the children in some nearby meadow or brought from a garden for that purpose. A candle on either side of the flowers lends beauty. Autumn leaves, bittersweet, a fern bowl, or a flowering plant may be used effectively for this purpose. This arrangement is especially good for small schools. If it is possible so to arrange it, "Our Church Corner" should be used for worship only. Discussion, work, and play will be carried on in a different place, and while spontaneous worship may arise in any situation, there is a time and place for a service which attempts to get the thought of the entire group to a plane where contemplation of God and his purposes is natural.

Music has a most important place in the service of worship, for the right kind does much in bringing about a mood for entertaining high thought. All through the course are suggestions for music appreciation. The music should be used over and over again in the worship services so that they may become a real part of the children's life. The children should learn that just as soon as they hear soft music played it is time to stop whatever they are doing and quietly, without talking, move to the worship center.

Worship services should not be long. They lose in impressiveness if they are drawn out. The children begin to wriggle and wish it were time to do something else. The services should be interesting and within the child's comprehension. They should be delightful. A feeling of gladness and pleasure in worship should be induced. When Bible material or songs are used by the children, they should be memorized sometime before the service. The mechanics of memorization belongs to a teaching period and not to a worship service.

The worship services should belong to the children, and the children should sometimes have a share in them. Their original poems, songs, prayers, and stories should be used. They should occasionally have a chance to plan and choose the songs and poems to be enjoyed. Services planned by the children and sometimes carried out by them become truly theirs.

Each leader, however, will want to prepare many of her own services of worship with the children, fitting them to the experiences which they are sharing together. For those who are accustomed to preparing services around isolated topics or themes, rather than what is happening in the activity or discussion periods, examples of the latter are given here. They are of the more formal type, and simply suggest a use of materials related to experiences for which this course provides.

"HE HATH MADE EVERYTHING BEAUTIFUL IN ITS TIME"

A Service of Worship

Quiet Music. "Spring Song" by Mendelssohn in *Gems of Melody and Rhythm* by Blanche Fox Steenman.

SONG. "Love and Beauty" in *Little Songs For Little People* by Georgia Perry, or "For the Beauty of the Earth" in *Worship and Conduct Songs For Beginners and Primaries* by Elizabeth Shields.

LEADER. We have been discovering beautiful things all about us. What beautiful things can you tell us about that you have seen? What did our song tell us about the beauty of the skies, the earth, and the love we find all about us? To whom do we give thanks?

We cannot see God, but we see many wonderful things that he planned. They seem to tell us that he is wise, powerful, and good. Many years ago people wondered about him. They could not see him, but they were sure he was there. They saw the sky, the flowers, and the beautiful hills and valleys. They believed that these things spoke of God just by being so lovely. I am going to read you a poem about the lovely things God put into his world:

GOD'S HANDIWORK

I cannot see God,
But I can see his handiwork;
I see it in the moon and stars
That shine so far above me;
He lights the world by day,
And gives the quiet darkness
Of the night that we may rest.
He sends the brilliant sun
To brighten up the world
And make my flowers grow,
And when it gets too dry
He sends the rain
To soak into the ground
And quench the thirst of trees
And little flowers;
I cannot see God, but he is near;
On every side I see his handiwork,
And love him more.

(The leader takes the Bible into her hands and opens it to Psalm 19. The following conversation introduces the story.)

LEADER. There are many beautiful songs in the Bible. They have been told and sung for so long that no one really knows who wrote them or how they happened to be written. Some of them are songs of the out-of-doors. They speak of hillsides and sheep, so we know those who wrote them must have known the ways of shepherds and sheep. These songs are as true now as they were hundreds of years ago.

Long ago there was a shepherd boy named David. He made beautiful songs and played them upon his harp. He spent long hours on the hillsides in all kinds of weather. He knew the stars and the clouds, the rain and the sun. He thought that it was a beautiful, wonderful world he lived in. He made songs about the goodness and the greatness of God who made the world and loved the people in it.

David became a king, and his music and songs became famous. People knew that he made many songs, and in time they came to say whenever a beautiful song was sung, "It must have been made by David." I am going to read you one from the Bible and then I am going to tell you a story about how it might have been made. (Leader reads Psalm 19 and then tells the following story.)

THE GLORY OF THE SKY

It was very early in the morning when the shepherd boy awoke. The eastern sky was pink, but the sun had not yet risen. The boy stretched himself out and threw back the blanket which he had wrapped about himself the night before. There was dew on the grass and the ground was hard, but David did not mind that. He was used to it. Already the sheep were nibbling the grass about him. He looked toward the east.

The little fleecy clouds near the horizon were brighter than they had been, and he knew that the sun would soon rise. The little clouds looked as if they had caught fire from it. As he looked he saw the rim of the sun appear and in another minute the whole of it was in sight. Morning was beautiful. It was good to be alive and to enjoy the beauty all about him.

Later in the day he again looked up into the sky and caught his breath at its loveliness. The sun blazed down upon him, too bright to look upon; but, piled in shining white masses toward the west, were great clouds that looked like shining palaces. How beautiful the sky was, always different, always interesting. How wonderful were the sky, the sun, the clouds, and the moon!

"Sky and earth are the Lord's," thought the shepherd boy. "They speak of his power."

Sometimes the clouds piled up into gray mountains of mist. They

crept across the sky seeming to swallow up the blue in blackness. Lightning flashed and the thunder seemed to shake the earth. Some of the shepherds were afraid. But our shepherd boy was not afraid.

"It, too, is beautiful," he said. "God speaks to us through the beauty of the sky. Lightning and thunder tell of his power."

He was alone on the hillside for many hours of the day and this gave him time to think. He liked to lie on his back and look up into the sky and wonder about it. He thought a great deal about God who had made the beauty of the universe.

At night he looked up at the stars far above his head and wondered about them. The shepherd boy did not know that they were worlds, many, many miles away. He did not know that some of them were many times larger than the world on which he lived, but he did know that they were beautiful and that God thought of them and there they were. The words of a new song began to sing themselves over in his mind, a song of praise that put the wonder that he felt into words.

"The heavens declare the glory of God, and the firmament showeth his handiwork," it began. He liked the words of his new song. He thought of it often during the day and added to it. When night came and he was wrapped up in his blanket on the hillside he thought of it again.

"Every day tells the same story another way," thought the boy. "I will put that into my song of praise." He thought for a few moments and then said softly to himself, "The heavens declare the glory of God; and the firmament showeth his handiwork. Day unto day uttereth speech, and night unto night showeth knowledge."

Sometimes strangers had come to David's town of Bethlehem with stories of different scenes for those who could understand them. Years before, his own people had been prisoners in a strange land, but they knew God was with them. His skies had been over them wherever they went, and they could hear him speaking in their thoughts and see the wonders he had created. It did not matter whether people lived in the tents about Bethlehem or in the palaces of Egypt. God was with them.

"There is no speech nor language where their voice is not heard," thought David. His heart was made glad by the thoughts which came to him and he wove them into his song.

"The heavens declare the glory of God; and the firmament showeth his handiwork. Day unto day uttereth speech, and night unto night showeth knowledge. There is no speech nor language where their voice is not heard."

He looked up into the dark blue night sky and felt the peace and beauty of the scene. Surely God must be pleased when his people think of his beautiful world and thank him for the wonders in it. Often it was hard to think and say only the things which would please God,

and yet how badly the boy wanted to do so! Sometimes he became angry and hot cruel words pushed themselves into his mind and heart. He wanted to crowd out these words and thoughts, and let their places be filled by kind words and pure thoughts. Perhaps he could work that idea into his song and make it a prayer.

"If only the words I say and the thoughts I think may be pleasing to him," he thought, and then the words he wanted came into his mind.

"Let the words of my mouth and the meditation of my heart be acceptable in thy sight, O Lord, my Strength and my Redeemer."

The night grew darker and a deep silence fell upon the hillside. There was only the sound of the night wind passing softly through the grasses and the gentle breathing of the sheep about him. The shepherd boy closed his eyes and fell asleep, his last thought being a part of his new song: "The heavens declare the glory of God; and the firmament showeth his handiwork," and "Let the words of my mouth and the meditation of my heart be acceptable in thy sight, O Lord, my Strength and my Redeemer."

LEADER. Someone who liked to make up music wrote a piece called "The Shepherd Boy" (*Gems of Melody and Rhythm*). Let's close our eyes while it is played and think a little prayer to God as the shepherd boy did many, many years ago.

Instrumental Music.

PRAYER. Dear God, we thank thee for the beauty of the sky above us. Help us to see the loveliness about us and to help others to see and love it too. Teach us to love you better because you gave so much beauty to us.

SONG. "Father, We Thank Thee."

MAN'S COOPERATION WITH GOD

A Service of Worship

(Especially Written for the Fourth Week)

Quiet Music. "Melody in F" by Rubinstein in *Gems of Melody and Rhythm.*

LEADER. This is a very wonderful world. We have found out many interesting things about it. We know that there is still much to find out that we do not know. Wise men try to discover more and more about the world. They try to work with God in making it a better, happier, safer place in which to live. God has given us the chance to work with him. If we listen and think, we can carry out his plans. Let us sing a song of praise to God who has given us a share in making this a happy world.

SONG. "For the Beauty of the Earth" or "Father, We Thank Thee."

LEADER. Some people are writers. They write their lovely thoughts to share with other people. I am going to read you a poem about God

and his out-of-door world. Read either "A Chant Out of Doors" from *Silver Pennies,* or

GOD'S VOICE

Dear God, we hear your voice in the rustling trees,
In the song of the brook and in the twittering of little birds,
We hear you speaking in our thoughts when we are silent;
We know that you are near to us, and that you love us;
We know that we can bring to you our joys and sorrows.
Help us to be brave when we are hurt,
Comfort us when we are sad and guide us when puzzled;
Let us always hear your voice, dear God,
Let the world be happier and better because of us.
And let us live as you would have us live.

EDWARD TRUDEAU

Years ago people did not understand God's laws for health as we do now. They did not know, for instance, that if someone were sick with a contagious disease he could give it to a well person. It is a law of life. There are ways of keeping well and doctors and scientists are finding out more about them all the time. This is one way that we know God cares about people being well. Edward Trudeau lived before people had discovered this law about contagious diseases.

Edward Trudeau's brother was very sick with tuberculosis. Edward took care of him for many weeks. When the brother was too sick to go downstairs, Edward took his meals to him; when he felt well enough to go, Edward carried him on his back. Sometimes the sick man needed things in the night; and, in order that he might always be on hand to help him, Edward slept in the same room and sometimes in the same bed. This was very bad for him, but he did not know that.

Always the windows were kept down.

"The outside air must never reach the sick man," the doctors said. "It would be very bad for him."

After many weeks Edward's brother died and Edward decided to become a doctor.

"In tending my brother I have learned many things," he thought. "If I am a doctor I can help those who need me."

He studied hard and in a few years became a doctor. He married and went to New York City where there were many people. For some time he worked very hard caring for the sick, but he did not feel well himself. His long hours of work made him very tired. At last, he went to a doctor who examined him carefully. The doctor shook his head sadly.

"I am sorry to tell you," he said, "but it is tuberculosis."

The doctor was sure that he could not get well. Edward was sure that there was no chance for him either. He was very unhappy when

he thought about his wife and little child. They, too, were sad; for they thought that he could not get better.

"If I have only a little while to live," he thought to himself, "I will spend that time doing the things I like to do best. I will find happiness if only for a short while."

Edward Trudeau loved the mountains and the out-of-door camp life. He loved to ramble about in the warm sunshine and smell the spicy scent of the pine and fir trees.

"I will go to the mountains," he said, "and there I will die."

But he did not die. Fresh winds blew over the mountains and the hot sun poured down upon them all summer long. Edward grew stronger and began to eat and sleep as he had not done for years. He had gone to the mountains in the spring and by September he had gained fifteen pounds. He was feeling much better.

When fall came he went back to the city, but there things did not go so well for him. He lost weight and began to cough. He wondered whether going back to the mountains would help him, and he decided to try it again. To his great joy he again became much better.

"The fresh air and the sunshine here in the mountains are helping me," he wrote to his wife. "I believe that if I stay here I shall get well."

"I will come to you," his wife wrote back.

It was a hard journey for Mrs. Trudeau and the two small children. The smaller one was a little baby. The snow fell and they were very cold, but at last they reached the hunting lodge where Dr. Trudeau lived. The wood crackled on the hearth and the sparks shot up the chimney. Warm food was waiting for them, and it was not long before they were comfortable. The children were tucked into bed and Edward Trudeau and his wife soon followed them, for they, too, were very tired. The next morning the sun shone on a glittering white world. And in the high cold air of the mountains Trudeau stayed until he became a well man. People thought he would leave then, but no, "I will stay in these mountains," he said. "They have brought new life to me. I will stay and take care of sick people here."

There was no other doctor there and the people were glad he had decided to stay.

Edward Trudeau did a great deal of thinking about his own sickness and wonderful cure.

"If sunshine and fresh air cured me," he said, "they will do the same for others. I will build a place where people may come to grow well. I will study this disease and find out what is the best way to prevent and cure it."

Even then he did not know that one person could take the disease from another, but he studied all that he could find which had been written about the disease. Another scientist was working upon the

same thing. He had discovered that a germ caused the disease. Trudeau made experiments with these germs and found that the disease could be spread from one person to another.

He found there were ways of killing the germ. One was to live in the sunshine. Another was to breathe plenty of fresh air. Still another was to eat plenty of the right kind of food. These were some of God's laws for health which he discovered. He also found out that the same things would keep people from being sick.

Since then hundreds of people have been saved from sickness and death because Edward Trudeau discovered that by using God's great gifts of sunshine and fresh air we can work with God in keeping our bodies well.

PRAYER. We thank thee, God, for giving us minds to learn the ways of thy world. We thank thee for men like Edward Trudeau who study thy world and learn what to do to cure and prevent sickness. May we, too, study and, working with you, make discoveries which will bring good to all of us. Amen.

THE SHEPHERD'S SONG

This story was planned for use in a service of worship. It is suitable for use in connection with the first or fourth week of the course. People often assume that the psalms were written by David, and the twenty-third Psalm particularly has been attributed to him. We do not really know who wrote this psalm, so we cannot teach this as fact. The children should be told that the following story is not a true one, but one which the author thought might have happened. The leader might take the Bible into her hands and read the twenty-third Psalm to the children. Then she might say, "There are many songs of the out-of-doors in our Bibles. Some speak of the hillsides and some of sheep. Long ago there was a shepherd boy who cared for his father's sheep. He played beautifully upon the harp and sang songs that he made. These songs are as true today as they were hundreds of years ago. Others wrote songs, too, but because David became a king and was known to have written beautiful songs, whenever a very lovely one was sung, they said, 'It must have been written by David.' I have just read you one of them and now I am going to tell you a story about how it might have been written."

All day David had watched over his father's sheep. He had led them by safe ways to the green pastures. He had walled up a brook which ran too fiercely. This had made a quiet pool of still water. Here the

sheep could drink without fear of being swept away in the swift current. It had been a peaceful day in the hills and a quiet one. No wild beast had come near and no stranger had tried to harm them.

Now the sun was sinking into the western sky, turning the clouds to fiery bars of light. The flock was too far from the fold to return that night. The shepherd boy must spend the night under the stars with his flock. It was a safe, pleasant place which he had chosen. The sheep were tired and were quite ready to browse quietly around him, or to lie down with their lambs about them.

It was a pleasant sight—the green valley, the flashing stream, and the woolly sheep. David unslung his bag from his shoulder, and drew thick pieces of dark bread and cheese from it. Washed down with deep drinks of white sheep's milk, who could ask for a finer supper? he thought. As it grew darker the sheep pressed in more closely, seeming to feel that the very presence of the boy brought safety with it. He knew each one and could call it by name. If one were missing he could not rest until he had found and brought it in. If one were hurt his hand would be the one to bathe the wound and to put oil upon it.

Flat on his back he lay looking up at the sky. The sun had set and the rose and gold had faded into gray which deepened into night. A little fire burned and crackled near-by with a cosy homelike sound. The night was warm. There was no need of having the fire for warmth, but it was safer to have it. Wild animals would not come near a fire.

David was not afraid. He would not be alone, for other herdsmen would share the long night watches with him. Soon they arrived. Some wrapped themselves in their blankets and slept; others talked in low voices. David lay looking up into the beauty of the night. He thought about God who had made the world and all the creatures in it. Then he thought of his sheep.

"I love my sheep and want to protect them from all harm," he thought. "That is the way God loves us. He is like a loving shepherd and we are the sheep. We lead our sheep by safe ways to good pastures and supply them with food. God has put us into a world where there is plenty to eat and drink. I will make a song praising God, and it shall start, 'The Lord is my shepherd; I shall not want'."

Over and over the words seemed to sing in his ears, and bit by bit he added to his song. "He maketh me to lie down in green pastures; he leadeth me beside the still waters." It was the last thing he thought about that night and the first that came to his mind the next morning.

"Why are you so quiet?" asked one of the herdsmen. "Does anything trouble you?"

"No," replied David, "but I am thinking of a new song, a song of God and his love for us."

"Tell it to us," replied the old shepherd, looking with pride and love

upon the younger one. "You know we love your songs, and singing them makes the long hours pass more quickly."

David drew his fingers across the strings of his harp and sang the words which he had thought the night before. "The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures: he leadeth me beside the still waters." All the way through to the end he sang his song. "Surely goodness and mercy shall follow me all the days of my life: and I shall dwell in the house of the Lord forever."

The other herdsmen looked at each other with wonder.

"It is beautiful, David," they said. "Surely God himself put the thought into your heart. We shall learn your song and sing it, too, and people following in our footsteps will know and love it."

And what they said came true. Even today we say and sing the words of the shepherd's song, words that came to a shepherd as he lay looking up into the stars and thinking of God's love and care for us.

THE LILIES OF THE FIELD

(A Might-Have-Been Story)

This story was written to use in a service of worship. It is based upon a small part of the Sermon on the Mount. Before telling the story the leader should explain to the children that the story is a might-have-been story. She might say, "I am going to read to you a story of Jesus from the Bible," and then read Matthew 6:26-30. "A story-teller read these words and wondered about the people who were listening to Jesus that day. Perhaps there was a little girl in the crowd of people. What did she think about the words Jesus said, and how did she find out that they were true? She made up a story telling what she thought might have happened. I will tell it to you."

It was a beautiful day in early summer, and the sun shone warm upon the hill slopes of Palestine. Rain had fallen the night before. It had made everything fresh and sweet. It had brought new life to the dusty grass and drooping lily. Everything was clean and beautiful. It was a day for happiness, but little Esther's heart was filled with trouble as she climbed the slope of the mountain. She wanted to be alone and to think.

She had never known her own father and mother, for they had died when she was but a baby. She had always lived with old Deborah, but now Deborah was dead. Times were hard and no one wanted to take in a little homeless child.

"If I were only older I could take care of myself," thought Esther.

"I can run errands and tidy a house, but no one wants me." She looked down at her shabby dress. "It costs so much to feed a little girl and to buy clothes for her. Why wasn't I born into a family like Ruth's? She has a father and mother to love her, and sisters and brothers. She has aunts, uncles, a grandfather, and two grandmothers. I have just no one. It isn't fair."

She threw herself down in the shelter of a large rock. A beautiful lily was growing close by and she took care not to crush it.

"You are very beautiful," she said to the lily, "and I don't suppose you ever worry about what you are to eat and what you are to wear. I wish I were a lily."

For some time she sat there looking down into the valley below. She did not feel quite as badly as she had felt. Somehow one couldn't feel unhappy with so much that was beautiful all about. There was a psalm which Esther knew which came into her mind as she lifted her eyes. She remembered the words and said softly, "I will lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the Lord, which made heaven and earth." Suddenly she stopped and listened. Surely those were voices she heard. There were many voices speaking together, and they drew nearer.

What brought people out upon the mountain side that morning? Esther had no wish for them to see her. She shrank closer to the rock, closer to the lily. Perhaps they would turn aside before they reached her hiding place. But no, they came straight on up the mountain.

They were nearer now. Esther could see them coming. She could see that they were excited, but not angry. A tall man seemed to be leading them. On he came, and the sun shone on his face. He was smiling, and Esther thought she had never seen such kind and understanding eyes. He looked down and smiled, and the loneliness and unhappiness left her.

"This is a beautiful place," he said to one of the men who was with him. "I shall speak with them here."

He smiled down again at Esther and the lily, and then sat down. He was so close to her that she could have touched the hem of his robe. He began to talk to the people who gathered about him. Esther had never seen so many people. There were men, women, and children. Some were from her own village. She saw Ruth, who was with her mother and little brothers and sisters. Esther loved Ruth's mother. Once she had kissed Esther, and another time had given her a cake. There were Ezra and Nathan, who were also neighbors, and hundreds of people whom Esther had never seen before. Then she forgot the people in her interest in what the tall man was saying.

He was saying wonderful things. Some Esther could not understand, but many she could, and they made her glad. He talked of love, and

told the people that they should love even those who were unkind to them.

"Why should you worry and be sad?" he said. "Does not God care for you?" He pointed to some birds that were flying overhead. "See the birds of the air: they do not plant seed or harvest it, but your heavenly Father feeds them. Are you not more important than they are?"

"Our heavenly Father feeds them," thought Esther. "Surely God's love is with me, too, for a little girl is more important than a sparrow." Of course what this wonderful man said was true.

He looked down almost as if she had spoken her thought and smiled at her. Then he pointed to the lily and said, "Why should you worry about your clothing? Look at the lilies of the field. See how they grow, and how beautiful they are. They do not spin or weave, and yet no great king ever was dressed as beautifully as they are."

"Yes," thought Esther. "God places them where there is plenty of food to make them grow, and he dresses them in beautiful colors."

"Your heavenly Father knows that you have need of all these things," the Teacher went on.

He said many other things, but Esther did not heed them. She was thinking of the birds and the lilies and the words she had heard, and over and over again the words sang in her heart, "God cares. God cares."

At last the wonderful voice ceased and for a moment there was absolute silence on the mountain slope. Each person there had heard something that seemed spoken to him alone.

And then Jesus arose. Again he smiled at Esther, and for a moment laid his hand upon her head. Then he started down the mountain followed by the people. Only two waited. Ruth and her mother left the group and stepped over to where Esther was standing. Ruth was smiling and her mother held out welcoming hands.

"Ruth wants another sister, Esther," she said, "and I need another daughter. Will you come and live with us?"

Esther's eyes shone, and then filled with wonder.

"I should be so happy, so happy," she said; and then added, shyly, "Was it because of something the Master said? Is that why you want me?"

"I wanted you before," replied Ruth's mother, "but he made me feel that I must have you."

With the mother in the middle and a little girl clinging to either hand, they went down into the valley. Esther could hardly believe that she was the girl who had carried her unhappiness up the mountain.

"He cares for the birds of the air and the lilies of the field," she thought. "God cared for them and he cares for me. God cares."

IV

BIBLE VERSES

1. The earth is full of the loving-kindness of the Lord. (Psalm 33:5b)
2. Your heavenly Father knoweth that ye have need of all these things. (Matthew 6:32b)
3. He careth for you. (1 Peter 5:7b)
4. The Lord hath done great things for us, whereof we are glad. (Psalm 126:3)
5. Your heavenly Father feedeth them. (Matthew 6:26b)
6. A friend loveth at all times. (Proverbs 17:17a)
7. Oh come, let us sing unto the Lord. (Psalm 95:1a)
8. A new commandment I give unto you, that ye love one another. (John 13:34a)
9. The earth is full of thy riches. (Psalm 104:24b)
10. Thou hast made summer and winter. (Psalm 74:17b)
11. Consider the lilies of the field, how they grow; they toil not, neither do they spin: yet I say unto you, that even Solomon in all his glory was not arrayed like one of these. (Matthew 6:28, 29)
12. Bear ye one another's burdens, and so fulfil the law of Christ. (Galatians 6:2)
13. None of us liveth to himself. (Romans 14:7a)
14. He hath made everything beautiful in its time. (Ecclesiastes 3:11a)
15. Be ye kind one to another. (Ephesians 4:32a)
16. Let us do good unto all. (Galatians 6:10)
17. And they shall glorify thy name. (Psalm 86:9b)
18. Teach me thy way, O Lord. (Psalm 86:11a)
19. Thou hast put gladness into my heart. (Psalm 4:7a)
20. When I consider thy heavens, the work of thy fingers,
 The moon and the stars which thou hast ordained;
 What is man, that thou art mindful of him? (Psalm 8:3, 4)
21. I will give thanks unto the Lord, with my whole heart. I will show forth all thy marvellous works. (Psalm 9:1)
22. Sing praises to the Lord, declare among the people his doings. (Psalm 9:11)
23. Show thy marvellous loving-kindness. (Psalm 17:7a)
24. I will love thee, O Lord. (Psalm 18:1)
25. The heavens declare the glory of God;
 And the firmament showeth his handiwork.
 Day unto day uttereth speech
 And night unto night showeth knowledge. (Psalm 19:1, 2)
26. Seek, and ye shall find. (Matthew 7:7b)
27. He sendeth forth springs into the valleys;
 They run among the mountains;
 They give drink to every beast of the field . . .
 By them the birds of the heavens have their habitation;
 They sing among the branches.

He watereth the hills from his chambers . . .
He causeth the grass to grow for the cattle,
And herb for the service of man;
That he may bring forth food out of the earth. (Psalm 104:10-14)

28. He appointed the moon for seasons. (Psalm 104:19a)
29. O Lord, how manifold are thy works!
In wisdom hast thou made them all:
The earth is full of thy riches. (Psalm 104:24)
30. Thou renewest the face of the ground. (Psalm 104:30b)
31. Whatsoever thy hand findeth to do, do it with thy might. (Ecclesiastes 9:10a)
32. Psalm 148. (There is a great deal of this psalm that fits in with the course. The leader may choose what best suits her need.)
33. While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease. (Genesis 8:22)
34. The earth is the Lord's and the fulness thereof;
The world and they that dwell therein.
For he hath founded it upon the seas,
And established it upon the floods. (Psalm 24:1, 2)
35. For in him were all things created, in the heavens and upon the earth. (Colossians 1:16a)
36. Go to the ant, thou sluggard;
Consider her ways and be wise:
Which having no guide,
Overseer or ruler,
Provideth her bread in the summer,
And gathereth her food in the harvest. (Proverbs 6:6-8)
37. Great things doeth he, which we cannot comprehend. (Job 37:5b)
38. Oh sing unto the Lord a new song;
For he hath done marvellous things. (Psalm 98:1a)

V

NATURE POEMS

Rain

The ground was parched and dry;
No rain had fallen and the flowers
Drooped in the heat, limp and discouraged;
Then appeared a mist, soft and gray,
So thin the moon and stars shone
Faintly through its veil;
Darker and thicker grew the mist,
And in the morning could be heard
The beat of raindrops on the roof,
The rain call of the robin in the maple tree;
Welcome rain! It washed away the dust of summer,
And filled the veins of every blade of grass;
And when the rain was done the sun shone out,
And every blade of grass wore diamonds
That caught the sun and broke in tiny rainbows.
"It is God's handiwork and goodness," said the child.

God's Plans

Bees carry pollen
 That flowers may grow,
Flowers give nectar
 That bees need so;
God has plans for them,
 That nature may thrive,
We find it in flower,
 We find it in hive;
Weed stalk and flower,
 Milkweed and bee,
Tell of God's goodness
 To them and to me.

The Gift of Sun[1]

After the rain the sun shines forth
 So warm, so bright,
I have to say a little prayer,
 Thank God for light;
The golden light that cheers the world
 And brings the day,
That coaxes flowers from the ground
 Along the way;
God, I thank thee for thy power
 And for thy love,
I thank thee for thy gift of light,
 The sun above.

[1] Used by courtesy of *The Mayflower*.

God's Five Gifts[2]

God gave me eyes that I might see
The beauty round me of the tree,
And of the tiny flowers that grow
In the meadow where I go.
God gave me ears that I might hear
The sound of bird songs soft yet clear,
The sound of brook and rustling trees
That are the wind harps of the breeze.
God gave to me the sense of smell,
And then he gave a rose to tell
How sweet the flower's breath might be
That I might know his love for me.
God gave me touch that I might know
How soft the pussywillows grow,
How fresh and sweet the winds of spring
That cool my face and pleasure bring.
God gave me lips that I might sing,
And joy to those about me bring,
That I might tell the things I know,
That God is good and loves us so.

Spider Webs

God gave a silken thread to spiders
And taught them how to spin and weave
A web of loveliness that catches dewdrops
In its strands. And then the dewdrops
Catch the sun and break it into colors,
Red and orange, lavender and blue.
I see a thousand baby rainbows
In the grass this morning;
And all this loveliness is ours,
God given.

God's Handiwork[3]

Near the brook I sat alone;
Above my head the dragon flies whirred by,
Their slender bodies glowed like jewels,
Persian blue, wine red, and amber;
Their filmy wings outspread, reflecting
Rainbows, gold, and tender blue, and lavender;
How wonderful the workmanship of God,
Creator of these living gems!

[2] Used by courtesy of *The Mayflower*, in which it was first printed.

[3] Used by courtesy of *The Pilgrim Elementary Teacher*.

Bumble Bee[4]

O Bumble Bee, all black and yellow,
I see you buzzing round my mother's hollyhocks.
You look so soft, like velvet;
I'd like to run my finger down your back,
And have you fan me with your whirring wings;
I'd like to touch you,
But mother says I'd better not.
She says that you are prickly!

A Horrid Name[4]

My mother calls you salpiglossis.
We have you growing in our garden,
All blue, and gold, and orange mixed together
In patterns like the tiny panes of glass in churches.
Salpiglossis is an ugly name;
I do not like it;
I call you stained-glass-window flower.

An Evening Prayer of Praise

The sun sinks low, the day is nearly done,
The west is all agleam with rose and gold.
Even the wind, so active all the day, is silent now.
I have played so hard, and I am tired, too.
Dear Father, thank you for this happy, happy day;
I thank you for the lovely colors in the western sky,
And for the moon and stars, the loveliness of night.
I know your love will be beside me
Till morning tints the east with golden fire,
And then will care for me throughout the day;
Dear God, I thank you for my rest at night,
I thank you for this lovely, lovely world,
And for your loving constant care of me.

The Beauty of the Clouds

For the beauty of fleecy clouds of morning,
Touched with rosy fire, and radiant
With the beauty of the rising sun,
Lord, I thank thee.

For the great snowy clouds at noonday,
So purely white, so like the tops of mountains
Crowned with eternal snow,
Lord, I thank thee.

For the great dark storm clouds from the ocean,
Blown by the wind, and bringing with them
Welcome rain for thirsty plants,
Lord, I thank thee.

For the flaming sunset clouds, bars of crimson,
Flaming splendor, fiery beauty dying to old rose
And gray, for this the token of thy power,
Lord, I thank thee.

[4]Used by courtesy of *The Mayflower*

Morning Praise

It is day; the sun is shining bright,
And every blade of grass is wearing
Diamond dewdrops that catch the sun
And gleam in little points of light,
And break them into baby rainbows;
The smell of apple blossoms comes to me,
The honey bees are buzzing round them,
Gathering sweetness for themselves and me.
It is so bright, so beautiful, so happy,
That I must say a little prayer to God
Who made it all and let me share
Its loveliness with all the world about me;
Dear God, I thank you, thank you
For this lovely, lovely world.

In Praise of Farmers

Seeds were planted by the farmer,
In his garden, by his toil;
Rain from heaven fell upon them,
God's warm sun shone on the soil.

Soon a little plant stretched upward,
Lifted green leaves to the sky,
Blessed by God, his gift to people,
Promised food for by and by.

For his work we thank the farmer,
For his watchfulness and care;
And to God our love we offer
For his bounty everywhere.

Thank God for Rain[5]

I thank God for the silver rain,
That splashes on my window pane;
My flowers drooped in all the heat,
But now they're standing tall and sweet;
The reservoir was very dry,
For days the sun shone in the sky,
And gardens wilted all around,
No water sank into the ground
To fill the roots and make us food;
Thank God for rain, for it is good.

[5] Used by courtesy of the *Junior Christian Endeavor World.*

VI

STORIES REFERRED TO IN THE COURSE

What Peter Found

There once was a boy named Peter who liked to think. Now when a boy likes to think he is very apt to ask questions, and Peter liked to ask questions. He asked his father why the sea was so blue, and his father told him that it was because the sky was mirrored in it. He asked his mother why the clouds of sunset turned rosy red and orange, and his mother told him that the clouds caught the light of the setting sun which made them seem as if they were turned to fire. Peter thought and thought about it.

"Who made the sea and the clouds and the sun?" he asked, and they both answered, "God."

"What does God look like?" he asked one morning as he was watching his mother tuck some little brown seeds into the earth.

"We don't know," said his mother. "No one sees God."

"But," went on Peter, "if no one ever sees God, how do people know that he is there?"

His mother held up a tiny brown seed. "Look, Peter," she said. Peter took the seed in his hand. It was tiny and wrinkled and not pretty a bit, but Peter knew that the lovely red, white, and pink hollyhocks that grew so tall against the wall came from those tiny brown seeds.

"If you had never seen a hollyhock grow from a tiny seed, and if someone showed you a hollyhock and a seed and said to you, 'Peter, if you plant this you will have a hollyhock that is taller than your father,' what would you say?"

"I'd say it couldn't happen," said Peter.

"There are many true things in the world which seem as if they couldn't be true," said his mother. "We say that they are the work of God. Long ago when people wondered, they said, 'Great things doeth He which we cannot comprehend.' God is all about us and if we keep our eyes and our ears and our minds open we can see him at work."

Peter's eyes shone, for suddenly he had thought of a new play, a play so different from anything that he had ever thought of before that he was very much excited over it.

"I am going to be a discoverer!" he exclaimed, "just like Columbus. I can't find a new world the way he did, but I can find things in the world I have right here."

That was the last his mother saw of him until the dinner bell rang.

"I'll go to the meadow first," he thought. "There are lots of interesting things there."

A little brook ran through the meadow. Great clumps of bluets grew near the brook and buttercups leaned over it to look at their own reflections in the water, Peter thought. Above the brook there was a whirring sound which made Peter look up. It was a beautiful dragon fly with outstretched lacy wings and a body the color of a blue jewel. As it darted here and there the sun made it look like blue fire.

"Oh," cried Peter. "I've discovered the smallest airplane in the world and it's alive."

Down by the brook he came upon a cluster of bright red cardinal flowers and stopped to admire them. Just then he heard a call from the other side of the brook and there was Jessie, his next-door neighbor and particular friend.

"What are you playing?" asked Jessie.

"I am a discoverer," replied Peter. "I am looking for treasure."

"Gold?" asked Jessie. Two days before they had played treasure seeker and had dug holes all over the meadow looking for buried silver and gold.

"No," said Peter. "I am looking for another kind of treasure. I am looking for wonderful things." Then he told her about the dragon fly and how he was exploring the meadow for beautiful and curious things.

"Let me do it too," begged Jessie.

Peter hesitated. "I never heard of a girl explorer," he said doubtfully.

"I have," said Jessie promptly. "I saw a picture of one in the newspaper. She went out into the forest and took pictures of lions and savage rhinoceroses."

"Well, then, you can explore," said Peter. "Come on!"

Jessie discovered something almost immediately. It was a green katydid. She never would have seen it if it had not moved suddenly, for it was just the color of the grass.

"Let's take it to my house and make a cage for it," suggested Jessie. "I want father to see it."

They made a wonderful cage, and then covered the floor with green grass and flowers so Katy would feel at home. When they put the little creature into the cage, it crawled into the grass and they couldn't see it.

"How did it know how to do that?" wondered Peter. "It knows how to play hide and seek better than anyone else I ever saw."

"Perhaps Katy thought we should hurt it," replied Jessie, "and something inside it made it know what to do to keep safe."

"The dragon fly's wings looked like a lace pattern and the katydid's like thin stained-glass windows," began Peter, and—"Oh look!"

Sailing over the lawn toward the meadow was a great orange and black butterfly.

"It is a milkweed butterfly," said Jessie. "Let's follow and see where it lands."

It was quite a long chase that the butterfly led them and twice they had to cross the brook. At last the butterfly flew to the stone wall that separated the meadow from the woods, and there it alighted on some milkweed plants. The children knew they were milkweeds, for only the day before they had pulled off some of the green leaves to watch the white milky sap run out.

"Let's see how near we can get without frightening it," suggested Jessie. They tiptoed closer and closer. The butterfly seemed to be inspecting the leaf. After resting on it a moment or two, it flew away, high over the wall.

"I am going to look and see if it took a bite out of that leaf," said Peter. "I thought that butterflies ate honey. I didn't think they ate leaves."

He looked closely at the leaf, but could see no sign of a hole. Then he looked on the other side of it.

"Oh, look!" cried Peter. There was one tiny egg. Peter carefully broke off the leaf and started for home. As he was halfway across the meadow the dinner bell rang.

"I'll have to go," said Jessie regretfully, "but haven't we had fun? Let's be explorers this afternoon."

"Yes," said Peter, "let's." And he ran in to tell his mother all that he had found that was wonderful.

Peter and Jessie Find a Miracle

"Jessie! Jessie!" called Peter excitedly. "Our butterfly egg has hatched."

Jessie came running as fast as her legs would carry her. Together they bent over the old wire corn popper that now served for a cage.

"My, he is a tiny thing," she said.

"He is tiny all right," replied Peter, "but look at the hole he has eaten out of that milkweed leaf. It's lots and lots bigger than he is."

"If you ate at that rate," said his mother with a little laugh, "you would eat us out of house and home!"

The next day the caterpillar was several sizes larger and the day after that he had grown still more. He had eaten holes in several large milkweed leaves. Breakfast, dinner, and supper meant nothing to him. All day was one long meal. Once Peter saw him shed his skin. The old one was too tight for him.

"I should think he would," said Jessie when Peter told her about it. "I never saw such an old greedy in my life."

He was a handsome caterpillar all ringed about with black, white and yellow bands. He wore two little black horns near his head and two near his tail, and he had two different sets of legs.

"I wonder why he always eats on the under side of the leaf," said Jessie one day as she was watching him.

"I know," replied Peter. "He is safer underneath, for it is harder to see him there."

One day soon afterward the caterpillar stopped eating. Always before he had been content to stay on the leaves at the bottom of the corn popper cage, but now he seemed restless and dissatisfied. He wandered all over the cage.

"Oh," cried Peter, "it looks as if he were making something! He is spinning threads."

It was true. He was making a neat little white pad at the top of the cage and to this pad he firmly attached himself by the tail.

"He is hanging head down," said Jessie. "Wouldn't you think that he would get dizzy?"

They watched him for quite a while. There he hung, head down, but curled up a little at the end. He hung there for a long time, or so it seemed to Peter and Jessie. At last Peter's mother said she would watch and call them when something interesting really did happen. It was almost half an hour before there was the slightest sign of a change inside the cage. Then she looked again.

"Peter! Jessie!" she called. They hurried toward her.

Something was happening inside the cage, something exciting. The caterpillar's skin had started to crack down the back. He wriggled and twisted and wriggled and twisted and moment by moment the crack in the back widened.

"He makes me think of myself in that two-year-old winter overcoat," laughed Peter. "I had to wriggle and squirm to get out of it just as he is squirming to get out of his old skin."

"He isn't the same color underneath that he was," exclaimed Jessie. "He is going to be green."

"To match the milkweed leaves," said Peter. Peter was interested in finding how many different kinds of things matched their surroundings. "He is almost out now and he is not a bit like what he was."

With one last wriggle the caterpillar escaped from his old skin which was now just a little shrivelled shell. Hanging from the top of the cage was the prettiest little green case either child had seen.

"It is pretty enough to wear on a gold chain around your neck," said Jessie admiringly.

"If you hadn't seen it would you have believed it could happen?" asked Peter, his eyes round with wonder. "What is it that you call something when it is so wonderful that you almost can't believe it?"

"We say it is a miracle," replied his mother.

"That is what this is then," said Peter. "We have found a miracle, Jessie."

The miracle hung at the top of the cage for nearly two weeks. Every day Peter and Jessie looked at it several times, but still it hung there.

"I think it is darker than it was," said Peter one morning when the two weeks were nearly up. "It is almost black!"

"If you look close," said Jessie, "you can see something has changed inside. I think you can see where the wings are. They are going to be orange."

"I hope we will be around to see it come out," said Peter.

Nothing happened all morning. Peter or Jessie ran in frequently from play to see if their "miracle had come out," but there was no change except that the black was a little darker and the orange a little brighter. Right after dinner Jessie came over to Peter's house. He was still eating his dinner, so she sat down by the corn popper and opened it so she could see better. Suddenly she gave a little squeak of surprise.

"He's out," she called.

Peter hurried away from the table and came running to see.

"Why didn't you call me sooner?" he said. "I wanted to see him!"

"He just popped out," explained Jessie, almost crying, "but what is the matter with him? He is spoiled."

The butterfly did look very crumpled and his wings were very much too small.

"You watch," said Peter's mother.

First the butterfly unrolled a long slender tube on its face and then rolled it up again.

"That is his tongue," explained Peter's mother.

"It is long so it can reach deep down into flowers and draw up the nectar," said Peter. "Oh look! Its body is getting straight and thin, and the wings are growing."

Slowly the butterfly pumped air into its beautiful wings and very slowly they grew larger and larger as they unfolded. Minute by minute he grew more beautiful.

"What are you going to do with him?" asked Jessie.

"I am going to let him fly away into the sunshine," said Peter after a moment's thought. "If I had wings I should want a chance to use them."

"Wait till he grows stronger," cautioned his mother. "Those wings are still limp."

Later that afternoon the butterfly's wings were much stronger. He had flown from the cage to the brightest of the geranium blossoms in the window. Peter held out his finger and the butterfly crawled upon it, all six of his delicate little legs clinging to it. For a moment he clung there slowly waving his wings up and down. As Peter walked

carefully toward the door the butterfly flew up into the air, fluttered a moment, and then alighted on the red ribbon that topped Jessie's curls.

"He thought I was a flower," laughed Jessie.

Very carefully Jessie walked through the door that Peter held open for her. When the warm sunshine shone on the butterfly's wings he spread them and flew away, back to the meadow to find a mate. Peter and Jessie looked after him.

"A real live miracle," said Peter.

"Yes," agreed Jessie, "and he was ours, too. I like miracles."

"So do I," said Peter.

The Black Box

It was vacation and Harold was going to stay for two weeks on grandfather's farm. Harold loved the farm and he loved his grandfather and grandmother. He should have been very happy that he was going, but he was only half happy. He was going all by himself, for mother and father had to stay home with Betty Anne, who had measles. Measles were horrid, so horrid that they kept Betty Anne from play in the sand pile and in the garden, and so horrid that no one wanted him to go anywhere near her.

"What shall we do with Harold?" asked father.

"We could send him to grandfather's farm," suggested mother.

"The very thing," replied father, and so Harold was packed up and bundled off in a hurry. He couldn't even kiss mother good-by for fear he might catch a measles germ. He felt very blue when father hugged him and said, "Good-by, Son." It is very hard to be brave when you are only six and are sent off all by yourself for the first time in your life.

He tried to choke back the tears so grandfather could not see them and feel unhappy too, but it seemed as if every nice thing he saw made him want mother and father and Betty Anne all the more.

"What cunning little cats!" he thought as he played with Tabby's four fluffy kittens that were part angora; and then he said, "Betty Anne would like to play with these."

When he walked through grandmother's big garden and saw hollyhocks that were taller than grandfather, and the blue larkspur and pink rambler roses, he thought of mother back in the hot city and said, "Mother would like to see these and smell them," and when grandfather put him on the back of old Charlie, the horse, he said, "I wish father could see how I stick on."

Grandfather heard him say it and he told grandmother. Then they put their thinking caps on and their heads together. Grandmother had an idea, but she didn't say anything about it to Harold. The next morning when grandfather came back from the store he had some little

yellow boxes in his hand, and when Harold sat down to dinner they were at his place on the table and a square black box was beside them.

"Now you can share your good times with your father, mother, and Betty Anne," said grandmother.

"How?" asked Harold.

Grandmother opened one of the little yellow boxes and took a roll out of it. Then she opened the black box and put the roll inside in a special way.

"This is a camera," she told him. "Any sunny day you can take pictures of what you see and what you do."

"Good," cried Harold. "I'll take one of you and grandfather, and Tabby and the kittens, and Speckle and old Charlie." And he did. He took all those and others besides. Grandfather took his picture standing under the tallest hollyhock, and just as soon as they were printed Harold wrote a little letter and sent them home. Father, mother, and Betty Anne did share Harold's good times after all, and when he went home grandmother gave him the wonderful black box to be his very own.

The Boy Who Saw Beauty Everywhere
(A Story Outline)

Introduce Giotto,[1] a poor boy, living near Florence, Italy, whose father could not afford to give him an education.

Giotto goes to work tending sheep when ten years old.

He loves the great out-of-doors and longs to draw pictures of what he sees.

He draws flowers on ground.

Flowers are soon rubbed out, but he is not discouraged.

He tries to draw on rough rocks with a piece of sharp flint.

He draws sheep, dogs, children, and babies.

An interested stranger stops to look and to question Giotto.

At first he does not believe that Giotto has had no lessons.

The stranger asks him what made him want to draw, and how long he has been trying.

Giotto replies, "Ever since I heard about the beautiful painting of the Mother and Child by the great artist, Cimabue[2], I have longed to be an artist."

The stranger offers to take the boy to Florence to teach him.

The boy's doubts and father's doubts are overruled when they discover the stranger is the great Cimabue himself.

Conclusion—And little Giotto did go to Florence where he studied hard. Wherever he saw beauty, he transferred it to his canvas. Now

[1] Pronounced *Jotto*.

Pronounced *Che-ma-boo-ay*.

the world is more beautiful, because a little boy loved beauty and tried his best to give it to others.

(Several of Giotto's pictures, particularly that of the bell-tower in Florence, and St. Francis Preaching to the Birds, should be shown in connection with this story. These may be obtained from Perry Picture Publishing Co. See the Chapter on Equipment, page 10.)

This story may be found in "Aldine Reader," Book 3.

A Little Stone House

Peter lay on his stomach on a big flat rock beside a little pond. It was a lovely place, and as Peter lay there he made believe that the pond was his big mirror. In it he could see the sky and the tall trees. He could see the big blue and black dragon flies with their gauzy wings darting over the little pool. They looked so much like little airplanes that he made believe that they were his. He owned a whole fleet of them. Then he looked down into the water. There were some pudgy polliwogs just below him, but they were not afraid because Peter kept so still that not even his shadow on the water stirred.

Suddenly Peter saw a bit of the bottom of the pool move. He could scarcely believe his eyes. Perhaps it was only a shadow. He looked more closely, and this time he could see that it was no shadow. It looked like a little group of pebbles. Very quietly Peter put his hand into the water. Away went the polliwogs, very much afraid, but the pebbles did not move. Peter picked them up between his thumb and forefinger and looked at them. They made a tiny case that looked as if made of pebbles glued together, and inside it there was something alive. Peter had never seen anything of this kind before, and he wanted to find out all about it. He dropped it into the tin can he always brought to the pond with him, and ran off as fast as his legs would carry him. He ran home so fast that he lost more than half the water in the can, but he didn't lose the curious little case made of pebbles, all glued together.

"Mother! Mother!" he cried as he ran upstairs dripping water behind him, "I have found something funny. Look! What is it?"

"It is a caddis worm," she told him. "Isn't he an interesting little fellow?"

"Tell me about it," he begged, settling himself comfortably at her feet. "Please." Peter had discovered that the word "Please" often acted like magic in bringing him the things he wanted.

"Once upon a time," began his mother, "not many days ago, a tiny egg was put into the pool, and out of that egg hatched a curious little creature called a caddis worm. He was little and soft, and would have made a nice breakfast for a baby frog or a baby dragon fly had one of them happened to see him. He must have felt very unsafe, for right away he began to make for himself a house.

"He had never heard the story of the three pigs that made their homes of cabbage, straw, and brick, and he had never heard that men build houses by cementing stones together, but he must have felt that stone was good material, for that was what he used. The bits of stone came from the bottom of the pool, but the cement came from his own body. Like men, he built a front door and a back door. When there seemed no danger he stuck his head and six legs out the front door, but unlike men, wherever he went he carried his house with him. Look, that is what he is doing now."

"Does he ever go out the back door?" asked Peter, touching him gently with a twig.

Instantly the worm drew his head and six legs into his house. Peter's mother picked the little stone case from the water and turned it so the little boy could see the back door.

"There are two little hooks there," said Peter.

"They hold him in his house so that his enemies cannot pull him out easily," explained his mother. "Sometimes they cannot see him at all. Can you tell me why?"

"I couldn't see him, that is, at first," said Peter. "It was not till he started on a walk. He looked just like the bottom of the pond. I should never have seen him if he hadn't walked."

"That is why he is so safe," replied his mother with a smile, for she was glad that Peter had such good eyes, "but suppose he did move, and a hungry little creature saw his head and feet sticking out. 'Here is something delicious for my afternoon tea!' it might think, but as soon as it opened its mouth to gobble him up all it would find would be—"

"A little stone house," chuckled Peter. "Oh, wouldn't it be surprised?"

"And no one wants a stone in place of bread," laughed his mother.

For several days the caddis worm lived in Peter's pail and ate the water plants the little boy gave him. One day when Peter came to look for him he thought the caddis worm was dead, for it did not move.

"Mother," he cried, "my caddis worm is dead. It won't walk. It won't even wriggle."

His mother took the worm between her thumb and forefinger and looked at it. Then she smiled.

"Look," she said, "he is not dead; he is resting. He has shut his doors with little silk curtains. When he wakes up he will surprise you."

She tied a piece of mosquito netting over the top of the jar, but she did not tell Peter why. He could hardly wait to see what surprise his caddis worm had for him.

One morning, when Peter came to look, the little stone house was empty. The silk door was torn away. Clinging to the mosquito netting at the top of the jar was a curious fly with long gray wings folded over its back.

"Where is my caddis worm?" asked Peter. "His stone house is empty."

"He will no longer need a little stone house to live in," replied his mother, "and never again will he live in the pool. There is your caddis worm." She pointed to the gray insect that was clinging to the mosquito netting. "Now we call him a caddis fly."

"But who taught him to make the little stone house?" asked Peter.

"Can't you tell me?" asked his mother.

"It must have been God," replied Peter, his eyes round with wonder. "Does God like such tiny things as caddis worms, and does he take care of them?"

"God has many curious ways of taking care of his creatures," replied his mother. "There are many he protects by making them look like the things about them. Perhaps you can find other ways God has of taking care of his little living things."

"I am going to find out," promised Peter. "I am going to find out."

LUMPY

It was a bright afternoon in July, the sun was shining on the pond, there was plenty of food in plain sight, and there seemed to be no danger. Lumpy ought to have been happy and satisfied, but he was not. He wanted something he did not have, and he was not really sure what he did want. For some time he had been dissatisfied with the pool in which he had been born, and in which he had spent his polliwoghood. Ever since his front legs had begun to grow and his long tail had begun to shrink, he had wondered what there was in the great world outside the pond.

Of course he did not know there was a great world. The pond might have been all there was to it, but Lumpy could not help wondering. Now his tail was hardly worth mentioning and he had four beautiful legs.

Half swimming, half wriggling, he came closer to the edge of the pond than he had ever come before. Although he did not know it, something wonderful had been going on inside him. Always before he had breathed in the water. If he had been put on dry land it would have killed him. Now he discovered that he could breathe air. He hopped out of the water and up to the strip of sand that lay between the pond and the meadow. Many other little Lumpies were leaving the pond at the same time. They were looking for new homes.

"Oh, look at all the little toads!" cried a voice. "Auntie, look at them."

The largest live creature that Lumpy had ever seen was bending over him. Really it was only a middle-sized boy, but to the little toad he looked like a giant. Lumpy hopped away as fast as he could go, but the giant was too fast for him. Five fingers closed gently upon

him. He was not hurt, but he was very badly frightened. Nothing like this had ever happened to him before and he wondered what would be next.

"Take him home, Peter," said another voice, "and put him into your garden. Little toads are worth their weight in gold."

"Why?" asked Peter. It was one of his favorite words and he used it very often.

"You told me that the bugs were eating your lettuce leaves and chewing holes in your pansy blossoms," replied Aunt Alice. "This little Lumpy of yours likes bugs for breakfast, luncheon, and supper. He will help rid your garden of them."

"I'll take home two or three Lumpies," laughed Peter. "That is a good name for them. They aren't pretty at all, are they? They look like lumps of dirt."

"That is a very good thing for them," replied Aunt Alice.

"Why?" queried Peter, but his aunt only laughed in a teasing kind of way.

"You will have to figure that out for yourself," she replied. "I am not going to tell you all I know about Lumpy. See how much you can find out for yourself."

As soon as Peter reached home he took his three little Lumpies out into the garden. One he put in the lettuce bed, another among the beans, and the third, our Lumpy, in the pansy bed. Half an hour later he came out to see if they were happy, but he couldn't find a single one of them. He was quite bothered about it.

"I knew that they would run away," he said rather bitterly.

Strange to say, however, there were not so many holes in the lettuce leaves and pansy petals after that as there had been. Peter could not quite understand it.

About a month after the trip to the pond, he was out in the garden, pulling weeds from the pansy bed. Suddenly he put his hand down on something that wriggled a little. He drew his hand back very quickly, and looked to see what it was he had touched. It looked as if a little clod of dirt jumped out of the way and settled down under a pansy leaf. It was one of the Lumpies, several sizes bigger and apparently quite at home among the pansies. He looked so much like a part of the garden that Peter would never have seen him if he had not jumped. He remembered that Aunt Alice had said that it was a good thing for Lumpy that he looked so much like dirt. He had asked why, and now he knew why. He had found it out all by himself. It would be very hard for Lumpy's enemies to find him.

"It is lucky for Lumpy that he does look like dirt," he reported to Aunt Alice the next time he saw her.

"Do you think it was just luck?" she asked.

Peter thought that over for a moment or two before he was ready

with an answer. What that answer was I am not going to tell you, but I am going to ask you a question. Was it just luck that made Lumpy look like a small clod of dirt?

The Water Baby

"What's that?" asked Jessie, pointing to something that was dangling over Peter's shoulder.

"It is a net," replied Peter. "I'm going fishing. You can go too, if you want to." Jessie looked critically at the net.

"It isn't a very big one," she said doubtfully. Then she giggled. "You couldn't catch a whale in it."

"I am not after whales," laughed Peter. "I have a secret up at my house."

"Please tell me," teased Jessie. "I think secrets are mean if two can't be in them."

Peter thought this over, and finally knew that he agreed with her. Secrets sometimes were mean.

"Mother has given me a big dishpan and I am going to make an aqua—, aqua—"

"What is an aqua—, aqua—?" demanded Jessie.

"Well, I forget just what it is called, but it has little live things like gold fish and green stuff growing and things like that," explained Peter. "I can't have those, but mother said that there were lots of little interesting live things down by the pond. I am going to see how many kinds I can get."

They ran down the lane bordered by the pasture on one side and the woods on the other. Reaching the second pair of bars that led into the pasture, they squeezed through. They had to go more carefully there for the side hill was rocky and steep. A woodchuck scampered into his hole as they passed the big blueberry bush, and a little farther on they heard a chewink scratching in the dried leaves and grasses.

"Chewink! Chewink!" he called, and that told all the other chewinks that danger was near.

At the bottom of the hill was the pond. It was just the nicest kind of a pond for making homes for little creatures. One end was muddy and swampy, the other sandy.

"We will go to the swampy end," said Peter. "More things live there."

As they came near the pond they walked on tiptoe.

"We don't want to scare anything," said Jessie.

"Sh," said Peter.

Careful as they were, they did not fool three turtles sunning themselves on a big log. They promptly dove off the side and swam for deeper water. A green and yellow leopard frog went in with a splash.

Kneeling down by the edge of the pond the children looked into the water. They were careful not to have their shadows fall on the pond, for Peter's mother had told him that little wild creatures were very much afraid of moving shadows. Something was moving about the mud at the bottom of the pool. Peter thrust the net into the water. The little creature at once wriggled down into the mud, but Peter saw where it went. He scooped up some mud.

"Did you catch it?" asked Jessie, so excited that she quite forgot to whisper.

"I think so," replied Peter, breathlessly.

"Oh, goody," cried Jessie.

Very carefully Peter washed the mud away. There in the net was a curious creature about an inch and a quarter long.

"What is it?" asked Jessie.

"I don't know," replied Peter. "We'll have to ask mother."

They found several other things that morning, a green frog, a turtle that was too big and clumsy to get out of their way, and a polliwog; but nothing was half as interesting as the first thing they caught. The turtle was too big and the leopard frog too lively for the dishpan. After pulling some water weeds for the aquarium they returned home to arrange it. Mother was sitting on the piazza with Miss Jones.

"Goody," said Jessie. "Miss Jones teaches bugs at the high school, and she will know all about him."

Miss Jones was interested, but she wouldn't tell them much.

"It is lots more fun to find out for yourselves," she said. "I will tell you the first part of the story, and let Libellula show you the rest of it."

"Libellula?" questioned Peter.

"That is one name for her," replied Miss Jones. "Come, let us make her a home. I hope you brought some pond water with you."

"Yes, we did, because mother told me to, but why?" queried Peter, who well deserved his father's nickname for him, "Little Question Box."

"We never drink pond water," explained Miss Jones, "for it is full of horrid germs and other little creatures, but Libellula is a hungry little thing and she finds her food there."

"What does she eat?" asked Jessie, who was interested in the subject of eating.

"Different things," answered Miss Jones, "but mosquito babies are her favorite fare."

"Mosquito babies!" exclaimed Peter. "Why, mosquitoes don't live in the water, do they?"

"Baby ones do," replied Miss Jones, "and Libellula just loves them."

"She can eat all she wants to," said Jessie. "The more she eats the

better I'd like it. I just hate mosquitoes, but they love me."

"Tell us about her," begged Peter, planting the last bunch of water weeds in the dirt at the bottom of the pan. "I am not going to put her in until the water clears so we can watch her." So Miss Jones began.

"Libellula's mother glued a tiny egg on the stem of a water plant just under the water. Then she went away and forgot all about it. By and by the egg hatched. Libellula sank down to the bottom of the pool. She was just the color of the mud there, so her enemies could not see her easily. The mosquito wrigglers and other creatures smaller than herself could not see her either. She ate and she ate until she could eat no more. Her skin was too tight for her. Instead of its growing as your skins grow, it cracked right down the back and out she crawled with a new skin which was several times larger than her old one. Several times she did this, but the last time she changed she was different from what she was before. Two lumps had grown on her shoulders."

"Oh," exclaimed Jessie, bending her curly head over the glass jar that held Libellula. "I can see them. Look!"

"I am not going to tell you any more," smiled Miss Jones, "because I want you to find out the rest for yourself. Keep close watch, for something very wonderful is going to happen, something so wonderful that only God could have planned it all."

Two days later Jessie's telephone rang, and it was Jessie who answered it.

"Hello, Jessie," she heard. "Can you come right over to my house? Something is happening to Libellula."

"I'll be right over," promised Jessie.

"Hurry," said Peter.

Five minutes later a breathless little girl presented herself on the screened porch where the aquarium was kept. She found not only Peter, but his mother and big sister as well, bending over it.

"Libellula is crawling right up out of the water," Peter told her.

"Now we know why Miss Jones told us to plant some water plants that stuck up out of the water," said mother.

Libellula crawled slowly. Then she stopped to rest.

"I'll go on with my work," said mother. "Call me when anything happens."

"I've got to study," said Mary. "You watch, Pete."

It was tiresome waiting at first, but then Jessie remembered some jack stones and a small rubber ball she had in her pocket. She and Peter took turns playing. By and by Peter looked at the aquarium.

"Mother! Mary!" he called. "Come quick."

Something was happening to Libellula, something wonderful! The skin split down her back, and she looked very dead, but then something stirred. Slowly, very slowly through the crack in the skin

something crawled out. It did not look like Libellula. It was slender. Four crumpled wings were on its shoulders. It looked weak at first, but as they watched the wings straightened out and hardened. They were thin and looked like tiny glass window panes set in pretty patterns. Libellula's body straightened out also. It was a pretty blue. For several minutes she clung there. Then she flew over to the screen.

"She wants to get out," said Mary.

Peter's eyes were round with wonder.

"It is a sewing needle," he exclaimed. "Libellula is a sewing needle, but who would have guessed that she would come out of the water?"

"I always called them darning needles," said Jessie. "I am afraid of her. Jane says she sews up people's mouths."

"She won't hurt," said Peter. "I'll show you." He held out his finger, and Libellula obligingly clung to it. Then he carried her to the screen door and held her out in the sunshine. For a moment she clung to his finger. Then she spread her wings and flew away.

"I wouldn't have believed it if I had not seen it," said Peter.

The Chameleon

[To the Teacher. Live chameleons make interesting pets and may be procured at circuses and pet stores. Actually seeing a chameleon match his coloring to the colors that occur in nature about him brings to a child the consciousness of God's care for His creatures. Caring for a pet develops in him a sense of responsibility and tenderness. Chameleons eat insects and bits of raw meat. They come from the southern part of North America.]

Just as Bobby was leaving the circus grounds after a perfectly wonderful afternoon under the big tent, he saw a man with a big piece of cardboard in front of him, and his quick eyes saw that there was something alive fastened to the card.

"O Fred," he cried to his big brother, "wait a minute! I want to see."

His big brother was interested too, so they stopped in front of the card. On it were curious little brown creatures that looked like lizards, or newts. Bobby had caught newts on his grandfather's farm.

"They look like the newts I caught," he exclaimed. "Are they newts?"

"They are chameleons," said the man with the card. "You can have one for fifty cents."

Bobby looked into his pocketbook. He had bought a balloon for ten cents and an ice cream cone for five. He had one shiny quarter in his pocketbook, but as everybody knows, you can't make a fifty cent piece out of a quarter. He was terribly disappointed.

"Do you want one of those things?" asked Fred.

"Yes," replied Bobby dolefully, "but I haven't enough money."

"If you will help me weed the garden tomorrow," said Fred, "I'll give you a quarter to go with your quarter."

"Oh yes," cried Bobby joyfully.

The chameleons were fastened on the card with little chains. Each chameleon had a little collar about its neck which was fastened to one end of the chain. A pin at the other end of the chain was stuck into the cardboard. Bobby thought that the poor little chameleon which he had purchased must be uncomfortable, and he could hardly wait to get home in order that he might take the chain from its neck.

"I will make a nice home for him in a box with some netting over the top," he said.

When he got home he found a wooden box which he thought would be just right for his new pet. Fred helped him put some screening over the top, leaving a corner unfastened so he could put things inside. His mother helped him to put on a little hook and loop to hold this flap down. When it was all finished he put grass and a little pan of water into it. The little chameleon seemed very glad to get his collar off and to be free to walk about his new home.

"I want to show him to Ruth and Peter," said Bobby. Ruth and Peter were his best friends. They lived up the road. When Bobby reached their house he found them making a sand castle, but they were very glad to see Bobby, and were much interested in hearing about his new pet.

"He looks like a brown newt," said Bobby, "but he is bigger."

"Let's go to see him," proposed Peter.

Pell-mell they ran down the street and out to the back piazza where Bobby had put the box. There noses were flattened against the wire screening, but no chameleon was to be seen.

"Where is he?" asked Ruth.

"Were you fooling us?" demanded Peter.

"He is lost," said Bobby, and he felt just like crying.

They hunted high and low on the piazza and among the vines, and on the ground, but no sign of a brown chameleon could they see. At last they gave it up. He was gone.

"I'll take out the grass," said Bobby sadly. "Perhaps I'll have something else to put in it."

He put in his hand and began to draw out grass, but suddenly he squealed.

"I touched something different," he exclaimed. "It felt like my chameleon."

Then out of the grass he drew a little bright green creature, a creature that was just the color of the grass.

"It is just as big as my chameleon, and it is the same shape, but it can't be mine, for mine was brown," said Bobby doubtfully.

"You are color blind," teased Peter. "It was green all the time, and you were playing a trick on us."

"I wasn't either," replied Bobby hotly. "Mine was brown."

"'Twasn't," cried Peter.

"'Twas," cried Bobby.

"Don't squabble," put in Ruth. "Let's take him over to the sand pile and make a castle for him."

When they reached the sand box they put him in a tin pail with sand at the bottom of it. The sides were so slippery that he couldn't possibly climb out.

"We will make a big castle with doors and tunnels and a sand wall about it," said Ruth. For a long while they worked, and when the castle was finished they all agreed that it was the finest they had ever built. Then they went to look for the chameleon.

"He isn't there," said Peter.

"He is brown again!" said Bobby. "What did I tell you?"

"Let's ask Bobby's mother," said Ruth, so they all went back to Bobby's house.

"First he was brown," began Bobby.

"And then he was green," went on Peter.

"And we don't understand," said Ruth. "We kept losing him. Perhaps he was playing hide and seek with us."

"Where was he when you lost him first?" asked Bobby's mother.

"He was in the grass and we couldn't find him because he was the color of the grass, and then he was in the sand and we couldn't find him because he was the color of sand," explained Bobby.

"Perhaps he was afraid and tried to hide from us by changing his color," put in Ruth.

"Perhaps he has enemies who would like to eat him," said Peter. "He fools them by making believe that he is a bit of the green grass or a piece of the tree trunk."

"It is God's plan," explained Bobby's mother. "He gave the chameleon power to protect himself by changing his color."

"Wasn't God good to show him a way to hide?" said Bobby. "Wasn't God good?"

Life in the Hive

(Background Material for the Teacher, for use in the Third Week. This is told in words that children would understand and as it might be given to them. Not all should be told at one time, as it is too long and contains too much information.)

A hive of bees is a little like an old-time city. The queen is the most important member of this city and for her sake hundreds of workers would lay down their lives. They hurry in and out of their city, bringing food to be stored away for the winter. They keep their city neat,

and the air in it sweet and pure by fanning fresh air in and stale air out, using their wings for fans. They are so wonderful that whole books have been written about them, and there is so much that might be told that I hardly know where to begin or where to end. Shall we try beginning in the garden?

The warm sun was shining down on the flowers in the garden one morning in June. During the night some of the flowers had shut their petals to protect their pollen from the dew, but now all were wide open. They looked like many little flags waving in the garden; and, just as a brightly colored flag attracts you and makes you look at it, the bright colors of many of the flowers made the bees look at them. But some flowers, like the mignonette, do not have bright colors. Perhaps we can find out how the mignonette draws the bee to it.

Many bees are in our garden. The big velvety bumble bee is droning to herself as she flies from one mignonette to another, and the blue delphinium has many honey bees flying about it gathering nectar and pollen. Nectar is the sweet juice from which the bees make their honey. Pollen is the yellow powder they use for food. When their pollen baskets are full, or their honey sacks are filled with nectar, they fly back to the hive. At the door, guards meet and greet them. No visitors from other hives are wanted in this city. A strange worker would be stung to death if it tried to enter.

Once inside, the bees go to their storage cells. Those bringing nectar put it in a six-sided cell. But no longer is it nectar. A wonderful change has taken place inside the honey sac. It has become thin honey. Later it will ripen and thicken. When the cell is filled and the honey has time to ripen, the worker bees, who are the builders of the city, will make a wax cap to protect it. The pollen gatherers go to other cells and pack away their pollen, taking care to keep the separate kinds of pollen in separate cells. Delphinium pollen is put into one cell, clover pollen into another, and buttercup gold into another. They are never mixed.

There are other cells in the hive that are used for neither pollen nor honey. These are the nursery cells and in them are eggs or baby bees. The queen bee is the mother of the entire hive, for it is she who lays the eggs. The cells into which these eggs are placed are of three different sizes—the smallest being for the workers, the next in size for drones, and the largest for queens. The queen glues a tiny egg at the bottom of a cell, and then, surrounded by her attendants who never turn their backs upon her, goes to the next cell. Each egg has its own little room or cell.

You would never dream that the little things which hatch from those eggs are bee babies, for they are not at all like their parents or the workers. They are tiny white wingless and footless creatures, and are so helpless they need to be waited upon. This is done by the workers, who feed them in a very strange way.

The workers eat honey and beebread, which is the pollen they have stored away. This is taken into their stomachs and partially digested. Then they pump it up and give it to the babies. The queen is fed in almost the same way, but her food is more perfectly digested and is called royal jelly. Baby bees in the queen cells also receive this royal jelly.

When the little bees are older they go into a rest period. The workers seal the top of their cells. A wonderful change takes place at this time inside the bee baby. It is becoming a grown-up bee. When the change is complete the bee is able to chew her way through the wax top of the cell. She is greeted by the other workers and soon is doing her share of the work in the hive.

No one tells any bee what to do. The queen does not rule the hive and order about her attendants. Everything that is done is for the good of the hive. We explain this by saying that bees are ruled by instinct. This means that something inside them seems to tell them what should be done, and without questioning or fussing about it they obey their instinct. This seems particularly wonderful when we consider the many different kinds of work that must be done in the hive. For instance, there are cells to make. Each cell is almost exactly like every other one and it takes pretty skilful workmen and architects to build them exactly alike without a measure. The wax must be made, chewed until it is soft, then moulded into cells by the builder bees.

Sometimes dust, small creatures, or other things that the bees do not like get into a hive. If these are small they are dragged out, for the bees are tidy little creatures and do not like to live in mussy quarters. When the thing is too large or heavy for them to remove they cover it over with wax so that it won't spoil or smell badly and make the hive unpleasant.

There are hundreds of interesting things that can be told about bees. Perhaps you can discover something new which you can tell us. Perhaps you have seen something interesting that you would like to tell. When we go exploring, we want to be real scientists by looking closely and telling exactly what we see. A real scientist does not guess and then tell what he thinks as truth. He studies and makes very sure that the things he says are true. Let us be real scientists.

Bees and Flowers

[To the Leader. This is more a directed discussion than a story. Each of the children should have a flower to study. As we do not want them to destroy ruthlessly that which they are studying, they should be asked to see if they can find the answers to some of the questions without destroying the flower. Choose fairly large flowers so that the different parts may be studied easily. On a near-by table there should be other flowers of different kinds so that comparisons may be made. If

it is possible to have mountain laurel, this is an excellent flower to show a device for insuring cross pollination.]

If I should ask of what value to people bees were, what would you say? Someone might say that he never ate honey. Are bees of any value to a person who does not eat honey? Are you surprised when I tell you that bees make possible flowers and vegetables, and without them these would not grow? Perhaps we can find out if this is true, and if it is true, how it is.

If I should ask you to catch a bee for me, where would you go? Why? What is she after? Nectar is the sweet juice in flowers out of which bees make honey. What is pollen? What does it look like? Let's look in our flowers to see if there is pollen there. Could you draw the part of the flower that holds the pollen? Can you tell what pollen is good for?

Some flowers have pretty lines in them leading down deep into the centers. These are sometimes called guide lines, for they seem to point the way for the bee to follow. The bright colored petals of a flower attract the bees. The yellow pollen is rubbed along the bee's furry back and sides as it pushes its way deeper into the flower. When it flies away it is well dusted with pollen. Then it visits another flower. Inside this one is a little tube that leads down to where the seeds will grow. Here are some little ovules that need the grains of pollen from another plant (such as the one the bee has just visited) before they can grow into seeds. The top of this tube is sometimes sticky and is often divided into two little prongs. As soon as the bee reaches another flower its body touches this sticky end of the tube which is called the stigma. The pollen which is already on its body sticks to the top of it. As the bee goes head first into the flower it reaches the pollen in the anthers and collects a new load to be taken partly to the hive to make into bee bread, and partly to the next flower so new seeds may form for the next year.

One important thing we need to remember is that to form seeds pollen must be carried from the anthers of one flower to the stigma of another flower. Some flowers can use the pollen from their own anthers to make their own seeds, but many need pollen brought from another flower. It is the bees that carry this pollen. Don't you think that this is a wonderful arrangement? Does it not seem as if it were very carefully planned?

Let us see if we can find some of these parts in our flowers. Can you see the sticky stigma that receives the grains of pollen? Can you find the pollen? What happens to the end of your nose if you sniff too deeply at a flower? Can you find the anther? The anthers are at the ends of stamens. Can you find those? Can you find the bright colored corolla which is another name for all the petals?

Would you like to draw a picture showing all these parts? We could use these pictures. How could we use them? We can look into different kinds of flowers and see if they have all these parts and if they are just the same in color, shape, and size.

RESULTS:

This discussion should enable the children to answer the following questions:

1. What important work is carried on in every flower? (The making of seeds.)
2. Why were flowers given pretty petals, fragrance, and nectar? (To attract bees.)
3. What does the bee take from the flower for her own use? (Nectar and pollen.)
4. What does she do for the plant? (Helps in the making of seeds by carrying pollen from one flower to another.)
5. When we work for the good of each other what do we call it? (Cooperation.)
6. How do bees and flowers cooperate? (By each helping the other.)
7. Do you think this was an accident or was it the result of some careful plan?
8. How does this help us? (We use the plants for food. We enjoy the beauty of the flowers. If it were not for the carrying of pollen we should lose many of the things we need.)
9. Whom can we thank for planning this?
10. Who can give or find a Bible verse that makes one think of this plan?

I AM WITH YOU

"We are going to the island," said Jessie happily. "We are going when father comes, day after tomorrow."

The next day she said, "Tomorrow father is coming. We are going to the island."

It seemed a long time to wait. Father had brought them to the beach two weeks before, but his business had called him back to the city. Now was the time of his vacation and for two weeks he would be with them constantly. A picnic on the island had been planned for the day of his arrival.

"We shall pack a generous lunch," said mother, "and have supper there. We shall come back early in the evening."

"A generous lunch," repeated Jessie. "That means chicken sandwiches, pickles, olives, cake, fruit, and something nice and cold to drink."

The little white and green boat that would take them to the island bobbed up and down on the waves as if it, too, were glad it was going

on a picnic. Jessie was quite sorry for other people and their boats who must stay quietly at home.

"Oh, I hope it will be a pleasant day," she said after she was tucked in bed the night before the picnic.

The next morning Jessie woke early. It was so early that she could hardly tell whether the day would be fair or stormy, for the sun was not yet up. She could hear the swish of the water on the shore and knew that the tide was just coming in. Pulling herself up on her elbow, she looked toward the east where the sun would rise. Yes, the east was quite rosy. It was nearly morning and the day would be fair.

There was much to be done that morning and Jessie had a finger in everything. She helped spread the sandwiches with butter she creamed herself. She wrapped them in squares of waxed paper and packed them away in the clothes-pin basket which had been pressed into service for the lunch.

Father's train came at ten, and she and mother were on the station platform to meet him. As soon as father could get into his beach clothes, they set out for the island. It was a very hot, still day and the ocean was just as smooth as an ocean could be. Jessie could look over the side of the boat and see the sand and pebbles below, but as they rowed farther out it was too deep to see them. Behind lay the beach, with its row of cottages beyond, and before them lay the blue ocean and the islands.

Jessie had never been on the island before, and she had wanted to go ever since she had seen it the first day she came to the beach. There must be something thrilling about standing on a small piece of land and knowing that there is water all about you. From the beach she could see that there were big rocks there, and Jessie loved to climb rocks.

By the time they reached the island, father was hot and thirsty; Jessie was very hungry; and mother, after a glance at her wrist watch, said that she always did like an early dinner. Father moored the boat and then they all began to look for a good place for a picnic. It was Jessie who found one on the side of the island away from the beach they had left. The water came into a little cove, and between two great rocks was a shady bit of beach.

"It is like a cubby house," said Jessie. "We can play that we were shipwrecked." Never did a lunch taste better. After dinner father stretched out on the sand for a nap. Mother took out a bit of sewing and Jessie went exploring. First she took off her shoes and stockings so that she could wade about the edges of the island. It was lucky she had a dress with big pockets in it, for she found many treasures to take home. One was something she had never seen before. She ran with it to her mother.

"O mother, look!" she cried holding out a curious round object with spines on the back of its hard shell. "What is it?"

"It is a sea urchin," said her mother. "God planned those spines to protect it from its enemies."

"Oh," said Jessie, putting the shell of the sea urchin carefully on top of the lunch basket, for she had discovered that the spines were brittle and broke off easily.

A little later she found a sand dollar and a starfish.

She stroked the smooth sides of the sand dollar and put it with the sea urchin, but she let the starfish go because it was alive.

"He likes to live as well as we do," she told her mother. "God wouldn't want me to hurt one of his creatures."

At last the sun sank lower and lower into the western sky, and the clouds began to glow with the orange and gold sunset colors.

Getting supper was much more fun than dinner, for they were to have baked clams. Father and Jessie dug the clams while mother prepared the fire to cook them. When they were dug, father wrapped them in wet seaweed and cooked them over the coals. Jessie thought she had never tasted anything so good before.

When they had picked up all the rubbish and had burned it, the hour was quite late.

"We must hurry," said mother.

They hurried around to the place where they had left their boat, but it was not there.

"Where is it?" asked Jessie in dismay. Father and mother looked at each other. Father whistled under his breath.

"I always did want to spend a night out on the beach," said mother after a moment.

"Shall we have to sleep out-of-doors all night?" asked Jessie.

"Under the stars and moon," said mother. "Think how beautiful it will be. You will see God's wonders as few little girls have seen them."

"I will build a big fire," said father. "Perhaps someone will see it and come after us tonight."

"Suppose no one saw it and no one ever came after us," said Jessie catching hold of her father's sleeve. "We should starve."

"Don't let that trouble you, Jessie," said mother. "Don't you remember that the Conrads said that they were coming out here for a picnic tomorrow? They will take us home."

"But where did the boat go?" asked Jessie.

"I think that the tide carried it away," said father. "I hope that someone will find it tomorrow and bring it back home."

When Jessie saw how her father and mother felt about spending the night out-of-doors she wasn't troubled any more. It grew darker and darker. The waves washed up against the shore and a little breeze sang its way through the low scrub pines and bushes on the island.

"It sounds pretty," said Jessie.

"I love the singing dark," said mother drawing her close.

Then the moon came up making a path of silver across the ocean. A few fleecy clouds floated over the moon's face.

"It looks very pretty," said Jessie.

"God's beauty is round about us on every side," said father, "and his love is everywhere. 'The earth is full of the loving kindness of the Lord.' "

Jessie had heard those words many times at Sunday school, but never before did God seem so close and so real to her. There was his great ocean stretching out on all sides. There was the beautiful silver moon and his wonderful earth. He planned for them, and yet he planned, too, for the tiniest of his creatures. Another verse came into her mind, something that a lonely man had once heard God say to him.

"I am with you, and will keep you wherever you go," she said to herself.

The waves washed upon the shore, the wind sang in the pines, and the fire crackled and sent long shadows dancing at its outskirts, but no longer was Jessie troubled. The beauty of the Lord was round her; his love was in her heart; and she slept.

She did not hear the sound of oars or a boat gritting against the beach later that evening. She did not hear the voices of Mr. Conrad and her father as they greeted each other.

"Your boat was picked up about a mile down the beach," Mr. Conrad said. "They telephoned me, and, as I knew where you were, I started right over."

"I am glad you did," said father.

"So am I," agreed mother.

Jessie did not wake up even when she was lifted into the boat. She did not wake up until the next morning.

"How did I get here?" she asked in wonder. "Was the beach and the moon just a pretty dream?"

Her mother explained. Jessie thought about it.

"I never even knew," she said finally. "It's nice to be here, but it was nice there. Sometime I am going to sleep out all night. I am not afraid any more."

The Dump That Blossomed

Down by the railroad tracks was a dump. When people wanted to throw away tin cans, they carried them there and left them. When the ash man collected ashes from people's houses, he carted them down to the dump; and, whenever people decided to clean their houses and throw away old or broken furniture or broken dishes, these, too, found their way there. Therefore, the dump was an ugly place to look at and no one liked it at all except some boys and girls who lived in shabby

houses on the other side of the tracks. They liked it because it was their playground. It was the only one they had.

Away over on the other side of the town lived Margaret Rivers. She lived in a fine stone house instead of a little shabby one, and her playground was a beautiful yard instead of a dump. In it were a Japanese garden with a pool in the middle of it where fat lazy goldfish swam, a tall swing fastened to a branch of the elm tree, a sandbox, a seesaw, and a playhouse with a real piazza. She had never heard of the children who lived near the railroad tracks and she had never seen the dump.

One day Margaret's father had business out of town.

"How would you like to come with me, Snippet?" he asked. Snippet was Margaret's white angora pussy and she was not interested at all. She was too busy taking care of three fuzzy angora babies that were snuggled up close to her furry sides.

"What about you, Oscar?" went on father.

This was funnier yet, and Margaret giggled a little at the idea of Oscar riding in an automobile. Oscar was a small green turtle who was perfectly contented on a stone in the aquarium, and did not seem at all anxious to go anywhere else.

"I really am bothered," said father. "I can't find anyone who wants to go, and I am sure to be lonely if I go alone."

"You might ask me," suggested Margaret. "I like to ride."

"Why, so I might," said father with a twinkle in his eye. "Why didn't I do that before? Run along and get your things."

That same morning Tony Fiorelli went to the store for a box of macaroni, a loaf of bread, and a quart of milk. Coming across the street he stubbed his toe. The macaroni, the bread, and the milk were scattered in three directions. The bread was not hurt, neither was the macaroni; but the milk bottle was broken and milk was spilled all over the street. If Tony's mother had known what was to be the result of that little accident, she might not have scolded Tony. If Tony had known, he might not have minded the scolding so much.

Mr. Rivers with Margaret beside him drove over a piece of that broken bottle. There was a hissing sound as the air oozed out of the front tire.

"Oh, dear," said Margaret, "now we shall have to wait."

"We can explore while the garage man is fixing it," answered her father. "It is lucky there is one so near."

They walked down the street toward the railroad tracks hoping a train would come by. Margaret looked at the shabby houses tucked in close together without yards.

"It isn't a very pretty place," she said. "Where do the children play?"

A few minutes' walking brought them to the dump. In one part of

it where it was almost level some boys were playing ball. Behind some piles of ashes in one corner three little girls were playing house.

"Oh, let's go over and watch them," cried Margaret, dropping her father's hand and darting ahead.

The three little girls had made a playhouse between the piles of ashes. For dishes they had some bits of broken crockery. A shabby broken-down sofa made an excellent bed, and there were two shaky seatless chairs in the parlor. There were three dolls, the most battered that Margaret had ever seen, but their little mothers seemed to love them as much as if they were new and beautiful. They were having a splendid time. They smiled in a friendly way at Margaret and she smiled back.

"We are having a birthday party for Rosalie," explained Jean, pointing to Rosalie who was the littlest of the three. "She is three years old and she never had one. We would like you to come to it."

A cracked teapot held water, and there were three graham crackers beside it. It was not an appetizing looking party to Margaret, but she was too polite to say so.

"But birthday parties aren't parties without ice cream," she said, putting her hand into her pocket and pulling out the little red purse that held a shining quarter in it. "Papa, I want to get ice cream for the party."

"An excellent idea," replied her father. "Here is a little more for cake. Whoever heard of a birthday party without birthday cake?"

The four little girls went shopping after refreshments at a near-by corner store, leaving father to take care of the house in their absence. He amused himself by hiding pennies in queer places for the little girls to find later after he and Margaret had gone. Then he looked about and did some thinking. If Margaret had been there, she could have told that the thoughts were pleasant, for there was a smile at the corner of his mouth.

It was a very nice party, and Margaret was sorry when they had to go.

"I liked your party," she said to Jean. Then she whispered in her father's ear, and he nodded. "When I have a party I will invite you. I'll write a letter if you tell me where to send it."

Father wrote down their names and addresses in a little notebook he carried in his pocket. Then they went away. They found that the tire had been changed, and soon they were on their way to the green country.

"When Jean comes to see me, she will like my swing," said Margaret thoughtfully. "She said she has only been in a swing once and that it was like flying. I told her about the goldfish, and she said the only fish she had ever seen were for sale in the five-and-ten-cent store.

I had a nice time at Rosalie's party, but I shouldn't like to play in a dump all the time. I wish all little girls had as nice a yard as I have."

"The children of that end of town do need a playground," replied her father.

"If I were a fairy with a wand, I'd wave it over that dump, and in a second it would change," laughed Margaret. "Wouldn't it be fun to see flowers growing where the ashes were, and swings with children on them, and seesaws! Oh, I do wish I had a wand."

"Talk to Mr. Anderson about it," replied father. "He owns a newspaper and sometimes a newspaper is as good as a wand for getting things done. He is coming tomorrow."

Margaret couldn't understand what good it would do to tell Mr. Anderson about the dump, but she told him all the same. Then things began to happen.

A photographer was sent down to the dump to take pictures of the little girls' playhouse and of the rough, uneven ballfield where the players had to dodge about heaps of ashes. A long story about the dump and how badly a new playground was needed came out in the paper. Many people became interested, and much was said and written about it. It was decided to find another place to throw rubbish, and to make a fine playground for the children.

It was lots of fun to watch, for things happened so quickly. The rubbish was carted away, swings were put up, and gardens planted. Margaret often went down with her father to see how things were progressing. Whenever she went there she found Jean and they had happy times playing together.

Once there was an ugly dump. Now there is a fine playground, and it was all because Tony Fiorelli broke a milk bottle, Rosalie had a party and invited Margaret, Margaret had an editor friend who owned his own newspaper, and because many people grew interested and wanted to make their city a better, happier, and safer place for children.

The Island of Nightingales[1]

Far up in the North Sea, not far from Holland, was a barren island. Day after day in the summer time the blue waves lapped up against it, and the sun shone down upon it, and the fishermen sailed their little boats out upon the blue water and dried their fish in the hot sunshine. Day after day in the cold winter the angry waves beat up against the island, and the winds whistled over it. Sometimes boats were wrecked upon its shore and bad men stole the goods that were on them.

The king of Holland was sorry for this.

"I will send a good man to this island," he said. "I will send a

[1] (Re-written from *The Americanization of Edward Bok* and used with the permission of Charles Scribner's Sons, Publishers.)

man who will not allow these island pirates to hurt the men who are shipwrecked or to steal their goods."

He sent a young man to the island who stopped the wicked men.

"I shall live here always," said the young man. "I will bring a lovely lady here to be my wife and together we will make the island beautiful."

"Why bother to make it beautiful?" said one of the sailors. "Making it a pretty place won't help you make a living."

"It will cost money," said another, "and what will you gain by it?"

"How will you make it beautiful?" asked one of the women.

"I shall bring trees over from the mainland and plant them here," he said. "Then I shall bring shrubs and flowers."

"Every winter the north wind swoops over the island," they told him, "and trees will not be able to withstand those cruel blasts. What will you do when your trees die?"

"I shall bring more trees and try again," said the young man.

"And while you raise your trees," said his young wife, "I shall raise our children."

The years went by, and the trees grew. The salt mists, the sun, and the rain helped the trees to grow. Each year more and more were brought to the island and lovely parks were made. Little children played in them, and the fisher folk began to see that bringing beauty to an ugly place did make that place a happier one in which to live.

Now every year there were big storms, and every year many birds died, for in all that storm-tossed ocean there were few places where they could find rest. But at last the trees grew tall. They towered above the island, and the birds saw them and came to their sheltering branches. Hundreds of birds found shelter on the island, and when the storms were over they filled the air with their songs. Many were so pleased with the island that they built their nests upon it. One part of the island was so safe and deserted that hundreds and hundreds, even thousands of birds built nests there and raised their little ones.

One day a pair of storm-driven nightingales, sweetest of all the bird singers, were blown to the island. There they found safety and beauty.

"What a lovely place to live!" they may have said to each other.

"Let us build our nest here," they said.

Soon there were eggs in the nest, and later little birds. In after years there were many nightingales on the island. Men who loved the birds came to see them and to hear their lovely music.

"Have you been to the Island of Nightingales?" they asked each other.

And so the island became more and more beautiful as the man grew older. And while he raised trees and flowers, together he and his wife raised children, too. There were thirteen of them, and all grew

tall and straight and healthy. When they were grown, their mother once called them together and told them the story of the Island of Nightingales.

"When we first came here," she said, "the island was bare of trees. There were no flowers and shrubs. There were no parks where the children could play in the green shade of trees. Your father loved beautiful things. It was he who made the island blossom, and now as you go out into the world I want each of you to take with you the spirit of your father's work, and each in your own way and place do as he has done: Make your world a bit more beautiful and better because you have been in it. That is your mother's message to you."

And because they loved their mother and father and beautiful things, each in his own way and place made the world a better and lovelier place in which to live.

The Singing Tower

There was once a little boy named Edward Bok who liked to listen to stories. One he liked particularly. It was about a dreary island which had been made beautiful. He liked it particularly because it was his own grandfather who had brought the trees to the island and had made it beautiful. He liked to remember the words his grandmother had said to her boys and girls before they left their own home: "Make your world a bit more beautiful and better because you have been in it."

"I'd like to do that, mother," said Edward. "Do you suppose I could?"

"Time only will tell, little son," she would reply, "but it is something to remember and to dream about."

And Edward did remember. He remembered his grandmother's words and his own plan.

"Sometime I will make the world more beautiful and happy because of me," he often thought. He thought it when he was a little boy, he thought it when he was a big boy, and he thought it when he grew to be a man.

It was not easy, for there was not much money, and Edward had to leave school early to help make a living for the family, but he did not forget. From a little boy he grew into a big boy, a big boy who helped his mother and then went out to work to bring more and more money home. Years passed by and the little Edward grew to be the editor of a big magazine, and a very rich man.

"Now is my time to make my dream come true," he thought. "Like my grandfather I will build a place of safety for the birds. It shall be called a sanctuary, for the word sanctuary means a place of rest and safety, but it shall not be only for birds. Men, women, and little children need places of beauty where they can rest and think. I will make a sanctuary for them, too."

For a long time he thought about his plan.

"I will take some ugly place and make it beautiful," he said. He chose a barren sand hill in Florida which was so dry and hot that many things would not grow there.

"I must have water brought," he said.

Trenches were dug and water pipes laid. There were enough to bring a great deal of water to his new park—enough to fill a lovely pool.

Often when Edward Bok was thinking of his dream, he had heard the church bells ring. Sometimes when they rang they seemed to say, "Come! Come!" Sometimes they played beautiful tunes. Some had only a few bells; others had many. When he heard the music of the bells, it filled his mind with beautiful thoughts. Once he went to Malines to hear the lovely carillon, which is another name for many bells singing together. Malines is across the ocean. The bells hung in a very beautiful tower. It was the most beautiful bell tower that Edward had ever seen.

"I will have a beautiful tower in my sanctuary," thought Edward. "It shall be the most beautiful in all the world. The bells will sing to the people, and will give them rest. They will bring beautiful thoughts to the people."

He went to see a man who drew plans and pictures of churches, homes, and other buildings. This man was called an architect.

"What do you want?" asked the architect.

"The most beautiful tower in the world," said Edward Bok.

"Do you know the tower at Malines?" asked the architect. "Do you expect me to beat that?"

"Yes," said Edward Bok.

"I will try," said the architect.

It was a lovely tower that he planned, a tower built of pink marble and Florida coquina stone. On part of it, flowers and animals were carved. At its top hung seventy-one bells. At its foot was a lovely pool which formed a giant looking-glass for the tower and the trees about it.

Hundreds of people came to see the beautiful tower and to hear the marvelous bells. Hundreds of birds flew to the sanctuary, for they knew that no harm could come to them there. There were many fruit and berry trees which had been planted for them. There were fifty bird baths for them to bathe in and drink from.

Carved on a tablet near the tower are Miss Gurney's beautiful lines:

The kiss of the sun for pardon,
 The songs of the birds for mirth;
One is nearer God's heart in a garden
 Than anywhere else on earth.

Truly the world is a lovelier place because Edward Bok's dream came true, and well has he followed in the footsteps of his grandfather who made a barren island the Island of Nightingales.

The Story-Telling Garden

New York is a very large city and the houses are built closely together. Some of them are huge box-like houses with hundreds of men, women, and little children living beneath one roof. Years ago there was no place for the boys and girls to play except on the sidewalks and in the streets. "This is not right," said some of the people of the city. "It is not safe for boys and girls to play in the streets."

"The hot, crowded sidewalks are not the place for babies to play," said others. "Babies need plenty of fresh air and sunshine. Girls and boys need safe places to play. Let us build a lovely park with trees and flowers in it. There should be a lake in it. Then the children will see what a bit of country looks like. They can play there safe from all danger. They will be happier and better boys and girls if they can see what God's beautiful country is like."

After thinking about it and talking about it for a long time, the people of New York City voted to make a large, beautiful park. Buildings were torn down, and trees and grass were planted. Many workmen helped to tear down the houses and to plant beautiful gardens.

"This is good," said one workman to another. "Now our children will have a beautiful place in which to play."

It was called "Central Park," and when completed, many children came to play in it. They saw things they had never seen before: green grass, birds, and flowers growing out-of-doors instead of in pots in the florists' windows.

"The children in the country know many interesting things about the birds," said one wise man, "but the children here in the city have little chance to discover about them."

"All people ought to know something about God's beautiful world and the little live things in it," said another.

Then a lady wrote a book for girls and boys. It was about a garden which came to life. Only two boys and one girl knew how to get into the garden, for the wall about it was high and the key had been lost for ten years. The little girl found the key that unlocked the secret garden. She had not known much about gardens before, but she learned to love them. One of the two boys was a country boy named Dicken. He had seen many things in his long walks about the country, and he loved the birds, the flowers, and the little live animals which he saw. He told Mary and Colin about them. Colin had read many wonderful books; some were stories about birds, flowers, and animals. He told them to Dicken and to Mary. The three children worked in the garden, loved it and made it come to life.

It was a beautiful story and many children read it and loved it. Grown people read it, too. It was called "The Secret Garden."

"Let us build a children's garden in one part of Central Park," they said; "it shall be a beautiful garden with a bird fountain in it. Birds and children will come to the garden. They will see the fountain and love it. The birds will drink the cold water and bathe in it and the children will love the fountain, for it will be very beautiful."

A man who knew how to cut beautiful statues from stones was chosen to make the fountain. He, too, read "The Secret Garden."

"My fountain will be the statue of two children, a boy and a girl. The little boy will be lying on the ground playing a tune on his pipes. The girl will be standing near him holding a flat, shallow bowl for the birds. It shall be in memory of the writer, Frances Hodgson Burnett, who wrote so many lovely stories for boys and girls."

Then someone said, "Let it be a story-telling garden. Frances Hodgson Burnett loved children; she wrote many stories for them; children like to have stories told to them. We will have story-tellers come to the garden and tell nature stories to the children. They will tell them lovely fairy tales and legends."

This is how the story-telling garden in New York City came to be, and perhaps sometime you, too, will see the beautiful fountain and listen to the stories that are told there.

Luther Burbank

"You will have to stop the kind of work you are doing, Burbank," said the doctor seriously. "The flying dust from the stone you are cutting gets into your lungs and is injuring them."

"You want me to change my work then," said Luther Burbank, and a slow smile came over his face.

"Yes," replied the doctor, "and your new work ought to keep you out-of-doors. You will live longer if it does."

The smile deepened.

Luther Burbank had been born on a farm and he loved the clean out-of-door air, free from stone dust and smoke. He was interested in growing things, and he knew a great deal about them.

"I'll do just what I have always wanted to do," he thought to himself as he left the doctor's office. "I'll go into raising vegetables for market, and they will be the biggest and finest that I can make."

A few months later he was hard at work on a five-acre farm. The sun tanned his face and arms; there was a new light in his eyes and a new spring in his step. He was feeling better and happier than he had for several years. There was pride in his eyes as he looked at his long healthy rows of potato plants, and he had a right to be proud, for surely there was not a better looking potato field for miles around.

Spring came and went, followed by summer, and at last autumn

came. The tops of the potatoes were nipped by the frost and withered, but the potatoes themselves were safely tucked away in the ground where no harm could befall them. One bright October day Luther Burbank went out to dig them. He uncovered hill after hill of potatoes. Some had many potatoes in them; others had not so many. Some of the potatoes were large and well shaped. There were differences in color, too.

One hill had particularly fine potatoes. An idea came to Luther Burbank as he turned over potato after potato.

"I will save the finest of these," he said to himself. "Next spring I will plant them. Surely good plants should grow from especially large, well-formed potatoes."

He picked out the very finest of the potatoes and put them aside for planting the next spring. The rest he sold.

"If I could raise better potatoes than anyone else around here, I could sell them to the farmers for seed," he thought. "They would plant them and get better potatoes. Much better ones could be sent to the market and all the world will be better because of it. I shall be adding to the wealth of the world."

The next spring he planted the potatoes he had saved out. How carefully he tended them! Several times he sprayed the plants with poison so that the bugs would not chew their leaves. He hoed about their roots and loosened the ground so that they would grow better. Anxiously he watched them. Would they be better than potatoes grown from those not as healthy? It was hard to wait until autumn, but at last came the day when he began to dig his crop. Were they bigger and better than those he had dug the year before?

Yes, they were better, but still Burbank was not satisfied.

"I will save the best of *these* and again plant them," he said. "They are good, but if I select and select again, I shall get bigger and better ones."

For four years he worked over his potatoes, each time saving and planting only the best, and at the end of that time his dream had come true. He was producing better potatoes than anyone around the neighborhood. His potatoes were large, but not too large; they were smooth and easy to peel; they were mealy and delicious. They were potatoes to be proud of. This new kind of potato was called the Burbank potato.

Luther Burbank did not stop with producing a finer potato than any on the market. He went on and on studying about plants and the things that make plants grow well. He learned many things about soil, sunshine, rain and insects, but he was never satisfied. The more he learned, the more he wanted to know.

One thing troubled him. New England weather is uncertain, and frosts came late in the spring and early in the fall.

"I must go where summers are longer," he thought. He decided to go to California; for there he would find good soil, a long summer, and a fine climate. With money which he received from selling seed potatoes he started another farm where he studied about plants. He found out just what to do to make them grow stronger, larger, and better.

"Luther Burbank is a wizard," some people said. "He works magic upon the plants that he grows."

Burbank did not like to have such things said about him.

"I am not a wizard," he told them, "for I do not work by magic. I study until I find what plants need and then I give it to them. I choose the best of my plants and save the seeds and destroy the rest. I work with nature. If one works with nature it is possible to do wonderful things, things that seem impossible."

There is a great deal more that I could tell you about Burbank. He was a wonderful man. Perhaps you can find out something about it to share with us.

Johnny Appleseed

It was a hot May morning and the sun beat down upon a one-room cabin out on the prairie. As far as eye could see there was not a tree. Letty Lou pushed her sunbonnet farther back on her head and wiped off the beads of moisture from her forehead.

"I am hot," said Letty Lou.

"Just you wait till summer really comes," said her brother Jack. "Today is nothing to what it will be in July."

"It is hot enough for me," said Letty Lou. "All I can think of is the spring house on grandfather's farm and the wind blowing through the apple orchard, scattering the petals like snowflakes. If I close my eyes and listen, I can almost see the water dripping over the stones and hear the wind in the trees. Why aren't there any trees here, Jack?"

"The Indians used to burn over the land every year so that the grass would grow tall and the buffalo would come to graze here," replied Jack. "They made their living hunting, you know. Look! There is a man coming this way."

Letty Lou jumped up and shaded her eyes. Strangers were few and far between.

"He is carrying a big bag on his back," she said. "I wonder who he is and what he wants."

"I'll bet he is hot and tired," said Jack, "and hungry, too. It is a shame mother isn't here. She'd give him a good meal."

Letty Lou drew herself up proudly.

"Mother says that when she is away I am the lady of the house, and I guess I can make cornbread and mush. I do wish we had something nice for dessert. All we have are the dried apples that came from the East. You go and meet him and I'll see what I can do," she said.

Jack, whistling a little tune, went to meet the stranger. Letty Lou slipped on an apron and began to bustle about the end of the one room that served as a kitchen.

It was a strange looking man that Jack met. His hair was long and unkempt. His shirt was made from an old grain bag. It was ragged and had no sleeves in it. His trousers were worn to the point of rags and tatters, but his smile was friendly.

"Howdy," said the man, with a smile.

"Howdy," said Jack, with another. "Thought I'd come to meet you and ask you to take a bite with us."

"That's right friendly," said the stranger.

"Can't I carry your bag?" asked Jack. "It looks heavy, and you must have come quite a way in the heat."

The stranger shifted the burden on his shoulder and shook his head.

"Thank you, sonny, it's all right," he said.

When they reached the cabin, dinner was almost ready and a flushed, important Letty Lou was setting the table. It was the first time she had cooked for company. At first she looked rather doubtfully at the ragged stranger, but one smile melted the ice and she knew at once that here was someone she could like.

"Let's eat out on the doorstep," suggested the stranger when the meal was ready. "It seems a pity not to enjoy God's out-of-doors when we can."

"Are you a preacher?" asked Jack.

"Do I look like one?" asked the stranger.

"No, but you talk like one," replied Jack, and the stranger looked pleased.

"Yes," he replied, "I preach, but that is not the biggest thing I do."

"What do you mean?" asked Letty Lou, who did not think that a grainsack shirt was fit clothing for a preacher.

"I do all kinds of work as well as preach," went on the stranger. "I work my way along, and the pay I get is in that bag."

The children looked curiously at the bag that was lying a little to one side. Both thought that if there was gold in it, he was very careless.

"Look in," suggested the stranger.

Rather shyly, Letty Lou peeped into the bag. She hardly knew what she expected to see there, but what she did see surprised her.

"They are apple cores," she exclaimed. "That can't be what people pay you with."

"That is what I ask for," replied the stranger.

"But what good are they?" asked Jack.

The stranger stood up and pointed to the far west, then to the north and south.

"As far as eye can see there is a waste of land without a single tree

to make it beautiful, without a bit of shade in which a tired traveler may rest, or a child may play when the sun beats down upon the prairie. All is a barren waste of land as far as you can see."

"Yes," agreed Letty Lou. "I was wishing this morning that I could see our old orchard in the East. It was so beautiful in apple blossom time."

"Fifty years from now, I shall be dead and gone," continued the stranger, "and nothing but a memory will be left of John Chapman, but I want that memory to be a happy one. I want the world to be better and happier because I have lived in it. I have no money to give to the poor and I cannot serve them in a big way, but it is my dream to change this wide prairie into a land of beauty. I want to give it beauty in the spring time, shade during the hot summer months and good fruit to refresh the passers-by, and to make this part of the country richer."

"But how can you do it?" asked Letty Lou, gazing with wonder at the shabby man before her.

"Wherever I go I carry my bag of cores," replied old John. "Every now and then I dig a little hole in the prairie and there I plant a core. I leave them to God's sun and rain and in his care. With his goodness and power, orchards will spring up behind me, giving fruit to the hungry and beauty to those who desire beauty. In the spring thousands of pink and white apple blossoms will send forth their fragrance to attract the bees. Birds will build their nests in the branches and little children will play in the shade and eat the fruit. I shall turn the wilderness into a garden."

"But," went on Jack, "you are traveling from one place to another, and are never stopping to see how your trees grow. You are planting them, but it will be others that will enjoy them. Isn't it silly to spend your life doing things for people whom you don't know and who mean nothing to you?"

"But they do mean something to me," said John. "They are all children of God, and, therefore, they are my brothers. I am doing God's work as I see it, and I pray that when I am gone my work will live on and bring happiness and prosperity, beauty and comfort, to those who come after me."

"It is a beautiful plan," said Letty Lou. "I wish we could help you."

Appleseed John arose with a smile.

"You can help me," he said. "How would you like to plant some of my cores on your own farm? You can water and tend the young trees until they are big enough to be left alone."

"And whenever we see them we shall think of you," said Letty Lou springing up from the doorstep. "And when we are older and have children of our own, we shall tell them about you and how you went

about changing the prairies from a wilderness into a garden. Oh. I do think it is the happiest plan!"

When the cores were planted, Appleseed John went on his way. Jack and Letty Lou stood watching him until he was a mere speck in the distance.

"I wonder if he will ever pass this way again," said Jack.

"I hope so," said Letty Lou.

They never saw Appleseed John again, but they never forgot him. Each year the apple trees grew a little higher. In time, they had pink blossoms which the bees visited, carrying pollen from flower to flower. When the petals fell to the ground, hard little green balls grew in their places and these afterward became red and yellow apples. In the spring, birds flew into the branches, built their nests, and reared their young there.

It is many years since Appleseed John planted his seeds, and many years since he died, but hundreds of apple trees remain to tell how he made the world a better place in which to live, and his memory will live on forever.

VII

SESSIONS—WEEKLY SCHEDULES

UNIT I—FIRST WEEK

EXPLORING GOD'S OUT-OF-DOORS FOR THE BEAUTIFUL, THE CURIOUS AND WONDERFUL

Children are keenly sensitive to beauty, even more so than most adults, although they are handicapped by an inability to put this appreciation into words.

One of the aims for this week's work is to help the children discover hitherto unnoticed beauty around them. We shall encourage a desire to express feelings and appreciation through the spoken and written word; through making blueprints and taking pictures; by illustrating stories and poems, both original and those found in books; by making up some psalms.

Many of the discoveries which the children will make are not beautiful. A slimy snail is not an object of real beauty; neither is a toad, but both are highly interesting and curious. We hope to bring the children closer to God through their enjoyment of and interest in the universe he planned.

The following procedures are suggestive. No two vacation schools will present the same conditions or problems. More material is offered than can be used, to make choice possible. Some of the activities are simple and some more difficult. Some will be possible with only gifted children.

FIRST WEEK—FIRST SESSION

Aim. Today the children become acquainted with each other and with the leaders of the school. Interest and anticipation should run high. The leaders discover individual interests, and this information will prove helpful in forming interest groups later.

The Room Set-Up. The chairs should be arranged in a semicircle. A few chairs should be grouped near a low reading table on which are several nature books, as well as several picture books. (See Bibliography.) On another table are materials for construction: manilla drawing paper, crayons, scissors, paste, pencils, rulers, colored construction paper. On a third table a collection of nature objects might include several curious or pretty stones, flowers, an old wasp's or bird's nest, a shell, or some galls. This table is to

stimulate interest in bringing more out-of-door specimens, and curiosity concerning unfamiliar ones. The objects on this table will be frequently changed by the children who later will have the responsibility for the arrangement and care of the room.

Story. "What Peter Found" (page 30).

Activities. Small groups go out with their leaders to explore as Peter did. Children later report on what they discovered that was either beautiful or wonderful to them. Where no expedition can be taken the children may be shown pictures. They may draw, tell, or write accounts of something beautiful that they have seen. From the box of pictures they may choose one to illustrate the verse "He hath made everything beautiful in its time," paste this on a piece of wrapping paper, and write the verse or print it beneath.

Music. Learn new song, "This Is My Father's World," or "For the Beauty of the Earth." Music appreciation: "Spring Song" by Mendelssohn.

PROCEDURE

As soon as the children come into the room things begin to happen. The leader should introduce herself to each child and talk with him informally. She should encourage him to examine the books and pictures and other objects.

Getting Acquainted. The pianist plays a short selection, and the children are told that this is the signal for the group to come together. Informal conversation should follow. If the group is small enough, each child should tell his name. Name games are valuable if the children are strange to each other. The following variation of "The Farmer in the Dell" is an example.

(One child gives his name and the group sings):

Russell in the dell,
Russell in the dell,
Heigh-o! the cherry-o!
Russell in the dell.

(Russell chooses someone who tells his or her name and the group sings):

Russell takes Louise, etc.

(The game continues until seven children are in the circle. Then the song changes):

The seventh one is it, etc.

This game may be played several times. The repetition of names helps the children to remember them. Where the children all know each other, the games should of course be omitted.

Curiosities, a Story and Plan to Explore the Neighborhood. The children are asked what they saw about the room which they liked or which made them curious, and they are encouraged to get the objects, talk about them, and ask questions. The leader tells the story. Then the children are encouraged to tell of discoveries they have made in the world of nature. Perhaps some child will suggest that it would be fun to go out and see what they can find. If the suggestion is not forthcoming, the leader will suggest separating into groups and exploring the immediate neighborhood for beautiful and wonderful discoveries.

Exploring the Neighborhood. Each group will be under the leadership of one of the assistants. This gives the children and assistants an opportunity to become acquainted with each other, and when they return their discoveries will be shared by the larger group.

Reporting and Sharing Discoveries. The Starting of a Collection. The children who went in search of the beautiful will find it in color, form, delicacy, and repetition of design; while those seeking the curious may report anything from the building of an ant's house to a chrysalis. They will probably come back laden with treasures which will form the beginning of a collection of nature objects or add to one already suggested by the objects in the room.

Worshipful Wonder and Praise. The sharing, examining, and classifying of these treasures will lead to exclamations of interest and delight. These are the children's expression of wonder and praise. The teacher finds her opportunity to enrich this experience by quoting words like these of the psalmist of old, "Many, O Lord, my God, are the wonderful things which thou hast done," and "Great things doeth he, which we cannot comprehend"; by reading a nature poem; or by teaching a song such as, "This Is My Father's World." Listening to appropriate music or poetry at such a time, and contemplating the beautiful and wonderful just discovered, may make this activity worshipful. The children will probably suggest as they go that they can discover more objects to bring another day. If they do not, the leader will suggest it. The leader may ask the children to bring in orange crates for the museum.

Conference with Teachers. A short conference of the teachers should be called after the children have gone home. The teach-

ers report upon the reactions, behavior, and response made by the children. If any particular group has discovered something that leads naturally into an activity, this should be noted and plans made for carrying it out. Each helper should know definitely what she is to do during the interest group period the next day. New interests may come up to change plans, but leaders and helpers must have work mapped out and materials at hand for some definite activities. Read through the chapter on "Activities" at this time and let each teacher decide what interest group, activity, or "committee" she will lead. Great variety is offered there. This is so that no matter what the local situation is, some activity given may be adaptable for your use. If you cannot use any activity planned, find one you can use which will bring about the desired outcome.

You may not be able to go on real expeditions, but you can go on a make-believe one, using pictures instead of actual scenes. Draw upon the imagination and the past experiences of your pupils. You are trying to make your pupils conscious of the beauty in God's world and of the wonder of it all. Pictures, poems, flowers, and many other things may be substituted for expeditions whenever necessary.

Conferences between leaders and helpers and with specialists, if specialists are called in, should be arranged as often as needed for the consideration of department plans.

FIRST WEEK—SECOND SESSION

Aim. To become acquainted with each other and to go on with our explorations; to form interest groups to discover new beauty; and to make some lasting account of our discoveries by providing a "museum."

The Room Set-Up. Each room should have a screen for pictures and a bulletin board. If no ready-made screen is available, one can be made of a yard of burlap. A two-inch hem should be made at the top or bottom into which may be slipped narrow strips of wood such as yard sticks. A bulletin board may be made of very heavy cardboard, or wall board if no cork can be had. The children make screens if more are needed.

Pictures of nature subjects, a box of clips, and Bible verses printed on long strips of cardboard are on the table nearest the

screen. The work table contains the same materials each day unless a new kind of work is to be taken up, requiring different tools and materials. Orange crates and paint for the museum should be on hand.

The following Bible verses are suggested:

"The earth is full of the loving-kindness of the Lord."
"Many, O Lord, my God, are the wonderful things which thou hast done."
"Oh come, let us sing unto the Lord."
"He hath made everything beautiful in its time."
"Thou hast put gladness into my heart."
"The heavens declare the glory of God."
"The earth is the Lord's."

Several blueprints made by the leader should be spread out for observation.

PROCEDURE

Early Comers. The session begins with the first child to arrive. Many come early to carry on activities already started. If a child seems at a loss, the leader should indicate the pile of pictures to be chosen from for the screen, the materials on the work table, or new specimens on the table of nature objects. The children will want to arrange and add to these.

Primary children, just mastering the mechanics of reading, will be interested in reading the Bible verses. If the leader tells them that some of the verses make her think of certain of the pictures, it may occur to at least one of the children to see if the verses can be matched with pictures.

This part of the session is informal. The children should feel free to talk with each other and with the leaders, and to choose their own activity, so long as their informality does not interfere with the work of others.

Reporting Discoveries. When the children gather in one large group they should have many discoveries to report. If they are shy the leader may start the ball rolling by telling of something beautiful or curious that she has seen. She reminds them of the story of the day before. If any new treasures have been brought in they are displayed for the group.

Story: "Peter and Jessie Find a Miracle." (Page 32.)

The story suggests the fun of making new discoveries and leads

to new exploration. The question of finding a place to put the treasures which are brought in should be taken up. This matter is discussed fully. It is probable that a child has visited a natural history museum in some city and knows what a museum is. In case no child has seen one, the leader tells the group what one is like. If no child suggests making a museum to hold the growing collection the leader should do so.

Interest Groups. The group then separates into smaller interest groups. One, *Group A* (or Museum Group), may plan to make a museum, deciding to put up shelves, make cabinets from orange crates, and put up new burlap screens for pictures. Some, feeling that descriptions of the objects in the museum would add to their enjoyment, form *Group B* (or Story Group), a literary interest group to write these and other stories.

Others, *Group C* (or Expedition Group), may wish to go on another expedition of discovery, which will lead to forming a Map Group. (Page 140.) There should be enough leaders to know what is going on in the different groups, but they should train themselves to stay in the background. *Group D* (or Poetry Group) may want to do work on the study and illustrating of the poem, "God's Five Gifts" (page 27) in which children discover things they enjoy through the senses. After listening to the poem, they illustrate it on frieze or in booklet.

The work in the interest groups continues to the end of the session, unless the children all come together a few minutes before the close to share what they have been doing and have a worshipful time together. For music appreciation, repeat "Spring Song" by Mendelssohn, or "Barcarolle," from "Tales of Hoffmann."

FIRST WEEK—THIRD SESSION

Aim. To lead children to discover beauty in the common grasses and flowers, and to show them a new way to record this in permanent form.

The Room Set-Up. There should be many blueprints about the room. These should be mounted attractively and spread about on the tables and placed upon the screen. All other pictures should be removed for the time being so that interest will centralize on the blueprints. The materials for blueprinting pictures should also be

at hand (see Section VIII, ACTIVITIES, page 136, for detailed information on how to make them).

Activities

1. Continue work on the museum and other interest group activities.
2. Go on an expedition to find flowers, grasses, etc., like those already blueprinted.
3. The Story Group may like to start to write a "Peter and Jessie Book." (See Section IX, CREATIVE WORK DONE BY CHILDREN.)
4. Make blueprints. (See Section IX.)
5. Work on neighborhood maps.
6. Form a Garden Group. (See page 76.)

Song. Teach "Love and Beauty" from *Little Songs for Little People* by Perry. An interest group might write a second verse for this. Form a Music Interest Group for this and for work with rhythms.

PROCEDURE

Making Blueprints. Children will discover the blueprints and will comment upon them. Some child may say, "I know what kind of a flower that is. It is a bluet." The leader will ask the child if he knows where any grow. This may lead to an expedition to find some of the flowers and grasses which have been blueprinted.

Children are interested in the mechanics of things and are almost certain to ask how the blueprints were made. They will be eager when the leader says, "Would you like to see me make one?"

Flowers like those printed brought in by the children will be offered for experimentation.

"What makes it do that?" someone is almost sure to ask. (Blueprint paper is coated with some chemical that makes it very sensitive to light, and that part of the paper exposed to the sun's rays turns blue while that covered by the flower or grass spray is not affected by the light. The water takes off the chemical that is not affected.)

Someone else is sure to want to make a print, and if he is successful, more will want to use the pieces of glass. The leader should experiment herself before trying to teach the children to make these for it will save confusion and waste of material.

(Note: As it is impossible to work with many in a group, those

who are not blueprinting go back to other activities while they wait for their turn.)

Finely cut specimens, such as Queen Anne's lace or a fern, make better prints than some large flower, such as the dahlia. It is well also to press specimens between the pages of a magazine before using. This keeps them from withering, and the pressed flowers do not permit much light to reach places where light is not wanted.

Later the children will surely want to share these blueprints with others, but for some time this should not be mentioned. The suggestions should come from the children. At first, the children will be satisfied with making the blueprints and having them placed in a portfolio. Later, when the opportunity for planning an exhibit or making a gift comes up, they will think of the blueprints.

Play

Reporting and Planning for a Class Record Book. The children will be ready to seek the shade of a tree and settle down for discussion or a story. Those that have been exploring tell about what they have discovered that was lovely or interesting. They report any plans they have made for keeping a record of what they have done. The leader writes these down for the Class Book. (One child who likes to write may be given this to copy on a large card which may later become one page of a class book.)

Blank books made of several pieces of heavy wrapping paper for individual records may be furnished for the older children. These may be kept in a certain drawer, cupboard, or box which is accessible to the children whenever they want to add to their record. Later they will add pictures, verses, original stories and poems, poems cut from magazines, and illustrations. A convenient size for these individual records is 12 by 9 inches.

Discussion and Picture Study. The discussion is led to the power of the sun, and its part in making our blueprints. Lead on from there and draw information from the children showing how much the sun does besides this, e.g., in making plants grow, in lighting up the eastern sky in the morning, and making the clouds beautiful in the west in the evening.

Since one of our aims in teaching this course is to give to the children a feeling of dependability upon some of the things "that are always," and to give them more reliance upon the Power that has

planned the universe, this is a good time to consider day and night. A picture which may be used in this connection is W. L. Taylor's, "When I Consider Thy Heavens." (Curtis Publishing Company.)

Dramatization. Encourage the children to express wonder at different phases of day and night, sun and moon, and the reasons governing these changes. Tell very simply how the sun does not come up in the east and travel overhead, going down in the west, but it is the earth that turns every twenty-four hours, and that during the day our part of it is turned toward the sun from which it receives its light. At night the side of the earth where we live is turned away from the sun. Suggest dramatizing this, letting one child represent the sun and another the earth. Some child will ask about the moon. Then tell them how the moon travels about the earth. Another child is added to the dramatic play. As questions are brought up concerning day and night, other questions about the month and the year will be asked and these should be answered correctly. The teacher should familiarize herself with this knowledge and be able to put it into simple form for the children.

(New interest groups may grow out of this discussion. Children may be interested in making a sun dial or a shadow stick. See Comstock's *Handbook of Nature Study* for directions. Other children may like to keep a record of the changes in the moon's appearance. They should also be shown the paler moon by day so they will not think of it as existing only at night. This group of children may want to draw a series of pictures showing these apparent changes.)

From Wonder to Worship. The wonder that this discussion will bring forth will lead naturally to worship. The leader sings very softly "Lord of the Sunlight," using the following words:

Lord of the sunlight,
Lord of all beauty,
Lord, God of flower, of bird, and tree,
Help me to see them,
Help me to love them,
Giving praise and thanks to thee.

Then the leader might say, preceding a spoken prayer, "Shall we close our eyes and bow our heads for just a moment, that we may talk with God and thank him for his gift of day and night, sunshine and darkness? Think a little prayer of your own."

Spoken Prayer. Dear God, we thank thee for the day and night. We know that every morning the sun will shine, though it may be hidden by clouds. We know that there will be light. At night when the earth turns away from the light we know there will be darkness. We can depend upon day and night, and upon you who planned all this, and it makes us feel safe. Amen.

Music Appreciation. "Humoresque" by Dvorak. The children should listen and then tell what the song said to them.

Story. "The Miracle." (See *Pilgrim Elementary Teacher* for May, 1931.)

FIRST WEEK — FOURTH SESSION

Aims. To continue capturing beauty in making blueprints, and to trim and mount them so that they will appear to their best advantage. To deepen a sense of wonder and appreciation of God as the power who planned the universe and set and keeps it in motion. To experiment with the power of light, and to reproduce in kodak pictures some of the beautiful things about us.

The Room Set-Up. The blueprints made the day before are laid out on the work table with mounts, scissors, paste, pencils, and rulers. Bible verses printed on strips of cardboard are also in readiness. Pictures of day and night are placed with clips near the screen. Several box cameras with rolls of films are in evidence.

[Notes for a Garden Group.] If it is possible to have an outside garden, a garden fork, hoe, and seeds are provided. For vegetables, squash, lettuce, and radishes are suggested — the first because its size and interesting development make it easy to draw and record in other ways, and the other two because they mature so quickly that the children will be able to get real results before the course ends. For flowers, zinnias, marigolds, and nasturtiums will give good results. Where no outside garden can be made, window boxes, flower pots, and the miniature green houses that can be bought at supply houses for seeds and garden equipment, may be used instead. This may seem to be a large number of activities going at one time, but for large schools there will be many interest groups, while for small schools fewer activities may be chosen.

Bible Material. Psalm 148: 1-5 (to be read). The following verses are to be printed on cards:

While the earth remaineth, seedtime and harvest . . . shall not cease.
Many, O Lord, are the wonderful works which thou hast done.
I will hear what God will speak.
O Lord, my God, thou art very great.
Oh sing unto the Lord a new song, for he hath done marvellous things. This is the Lord's doing. It is marvellous in our eyes.
O Lord, how manifold are thy works. In wisdom hast thou made them all.
The heavens declare the glory of God, and the firmament showeth his handiwork. Day unto day uttereth speech and night unto night showeth knowledge. There is no speech nor language where their voice is not heard.

Music. Sing "Love and Beauty" in *Little Songs for Little People.* (See Bibliography.) For music appreciation "Träumerei" by Schumann is suggested. Ask the children what it tells them. (Chosen because of a questioning note which runs through the music.)

PROCEDURE

Blueprints. Early comers make more blueprints and trim and mount those already made. The first children to come will blueprint. As soon as others arrive, those who have already had a chance to make prints should give their places to newcomers.

Other Interest Group Activities for Early Comers. New material may be brought in for the *Museum* which will bring forth discussion within that interest group. There will be much work connected with making this museum. A *bulletin board* must be arranged, *pictures* chosen, *articles* classified, and *shelves* made to hold specimens. (Orange boxes already have "shelves" in them.) The leader who is helping the children with the museum might tell them that in large museums a *catalogue,* naming the articles and adding a few interesting comments about each, is made. This should lead to subdivision of the group, or the work may be assigned to the "Story Group." One child may want to make *labels* for each article exhibited.

Discussion, Reports, and Story. After each child has made at least one good blueprint the entire group is called together for discussion, reports, and for the story.

At first there will be a *discussion* about the blueprints, then finished prints will be examined and mounts admired or criticized. In criticizing either the arrangement of specimens on the page, or the color or the mounting of the print, the leader will encourage con-

structive comment with such questions as "Which arrangement shows the light through the leaves in the prettiest way?" "Which is the prettiest blue? How many seconds did you count, Mary? . . . What does that suggest to the rest of you for making the best kind of prints?" "What do you like about this mounting?" The leader should *not* ask "Which is the best?" or "What is the matter with this one?" Occasional questions or remarks like, "Have we made any yet which are pretty enough to give away?" or "These are almost nice enough to send to ————," will suggest an increasingly high standard for work and the idea of soon having something beautiful to share with friends.

Reports will come from those in interest groups which have any progress to report. Perhaps the Museum Group has acquired some orange crates, or painted a cabinet, or written some labels. Perhaps an Expedition Group has brought in new treasures or has newly found information about something seen while on an exploration trip. The Map Group will have added a verse, a picture, or comment. Perhaps the Poetry Group has finished a page illustrating a poem.

The *Story,* "The Black Box," (page 35) may start still another activity. The children will have noticed the cameras and some may have taken pictures. Some will probably want to do something at once with the cameras. In schools too small for many interest groups, or where a *Camera Group* is not feasible, one child or two may be designated by the rest to take pictures for the class record book. To help the person or persons who wish to "hunt with the camera," the leader will ask the children which spots or objects of interest or beauty they want preserved in kodak pictures; or, she may call attention to the Bible verses which have been hung on the screen. The leader will ask if there are any places near by that make the children think of any of the Bible verses. "Would they make beautiful pictures to remind us of the places we have enjoyed together?"

Camera Expedition. In a school where it is possible for all to go on a camera expedition, the children are divided into groups of six to eight. Each group is given a leader and a camera. The leader of each group fills the camera, at the same time telling the children how sensitive the film is to light and how it is light that takes the

picture. The groups are asked to return in three-quarters of an hour to report what they have seen and the pictures which they have taken. Each group may copy several of the verses they wish to illustrate. If there are not enough cameras, the groups take turns, finishing up the next day if necessary. Those left behind may work on activities already started or choose from the following:

Other Activities

1. Older children or the *Story Group* may work on the class book and on their individual *records.* They choose pictures from the general picture box to paste on the covers, paste in blueprints, and write accounts of what they have done and what they have discovered. (These activities should not be forced upon the children. They should make their own choices. It is desirable that other activities be proposed and carried out by the children.)

2. Other children form an *Art Group,* choose Bible verses, and draw or paint pictures, or choose them from the picture box, to illustrate the verses. An illustrated booklet might be started for the library. This group may be called on for illustrations to mark localities on the map.

3. The *Poetry Group* writes prayers of praise and illustrates them. One of these will be taken for the class book. The others can be taken home or added to the individual records.

4. The *Expedition Group* may want to explore further. Many of our common plants are arranged in shape of rosettes. Show the children some of these and they will be eager to find more. Look also for spirals, star shapes, and other repetition of design. In this way children will be finding new beauty in the common things they have probably never noticed before. Encourage gathering and talking about these.

5. The *Garden Group* plans for the garden and begins work on it.

Closing. If there is not time for reports after the expeditions suggest that the children come prepared to give them the following day.

The session closes with the song "Lord of the Sunlight," using words given in Session Three, followed by a prayer by the leader, dealing with what has gone on during the day.

FIRST WEEK—FIFTH SESSION

New Aim. To develop within the children a desire to share their discoveries with others. (This idea we hope will later grow into plans for and the carrying out of an exhibition.)

The Room Set-Up. Materials are laid out for continuing any activity that has been started and not finished.

Stories Suggested for This Session (one only to be told).

"The Boy Who Saw Beauty Everywhere." (Page 36.)

"He Hath Made Everything Beautiful in Its Time." (See *Pilgrim Elementary Teacher* for June, 1931.)

Activities

1. Continue activities already started by interest groups.
2. Work on *Neighborhood Map.* (See Section VIII.)
3. Work on individual record or class book.
4. Make a *Rebus.* (See Section VIII.)
5. Start *Stained Glass Windows.* (See Section VIII.)

PROCEDURE

As this is the last day of the week and it will be two days before the children gather again, it is well to review and perhaps evaluate some of the experiences of the first four days.

Early Activities. Early comers help to put out material for the others; water seeds; hang up pictures or blueprints; and then choose their own occupation, working on any activities already started. Those who have not taken any pictures do so. This free period work is carried on for some time after the regular opening time. It is a vital part of the period and should be carefully directed. There may be some who as the "Art" Group will want to start designs for a *stained glass window* at this time.

Reviewing and Planning. All through the week the children have been making discoveries and recording them in various ways. They have also been sharing experiences with each other. Probably already certain children have expressed the desire to have their parents see what they have made. Now this question of sharing may be discussed. *For schools of short duration* very definite plans for an exhibition should be made at this time. The children might choose an art committee, an entertainment committee, and other committees to plan a visiting day for friends. These com-

mittees separate for meetings with a group leader. The plans are written out and filed away for future use. *For schools of longer duration* the children can begin to think and talk about sharing discoveries with others, but they will not start definite work upon an exhibition as yet.

Play Period

Story and Music. After a game the children will be ready to settle down in some attractive place to talk, or hear a story. The leader tells a story. Then if the children are indoors, they are asked to sit with closed eyes during the playing of soft music; if out-of-doors, they are asked to listen to nature's music — the sound of wind in the trees, the song of a bird, or the chirping of insects. The leader may say, "Shall we tell each other what we were thinking about?" They then sing "For the Beauty of the Earth."

Prayer. The prayer should grow out of the preceding experience. "God's Voice" (see page 17) is an example.

UNIT II—SECOND WEEK

DISCOVERING GOD'S PROVISION FOR LIFE

Our aim for the second week of this school is to lead children to observe for themselves how God's care for his creatures is shown in his plan for their safety; that he works through great natural laws; and that cooperation with these laws is necessary to living. We also wish the children to discuss the law of balance working in the realm of nature. The plan for sharing discoveries through an exhibit may be extended to cover an exhibition of ways creatures are protected.

Possibilities for interest groups and individual creative work are almost endless. It is well to find out where children excel as soon as possible and to supply opportunity for them to use their ability. Often in working in small groups one child may write a poem, story, or beautiful little psalm. Another child, who writes well, may copy it; while a third, with marked drawing ability, might illustrate it. All three would be working together toward a common goal, the creation of a beautiful piece of work. They would be learning to work together to the advantage of all three.

The activities of the following week are divided into sections, but the actual carrying out of these will overlap from day to day. The program for each day should be planned around the making of some discovery through definite activity. Poems, songs, stories, and prayer should grow naturally out of these activities and be closely correlated with them. As soon as the children get to class they pick up the

activities of the day before, if they are unfinished, and work on them. Therefore there can be no cut and dried program laid out to be followed literally.

For Vacation Schools Lasting Two Weeks

Some vacation schools are planned for two weeks only. Naturally their procedure for the second week differs from that of schools in session for a longer period of time. This course is planned so that the work of each week may be considered a separate unit complete in itself, yet contributing to the main purposes of the course. At the end of the second week two of these units are covered.

Most schools end with some kind of demonstration. The aim of this is twofold. The leaders want the parents to see what the school has been trying to do for their children, hoping that they will catch a vision of the possibilities of utilizing the outdoor world in enriching their children's religious experience. The aim of the children is to share their discoveries with friends and parents.

The nature of this demonstration may vary. Often all departments unite, each preparing part of the program, and each having an exhibition of the work done by the school. This type of demonstration brings all the departments together in a common experience of sharing with friends from outside and with each other what they themselves have enjoyed. In planning for this type of sharing, a play, rhythms, songs, or a pageant may be prepared.

Another way the Primary Department can share its activities is by having a party for parents and friends. A detailed plan for preparing and giving such a party is given in the fifth week's plan which can easily be adapted for use at the end of the second week. The children themselves would gain more by planning and carrying through such a party than by being a small part of a larger program, but the policy of the entire school must be considered, and local circumstances determine the type of sharing experience which the children may have.

The exhibit of the work done during the two weeks will probably center around the museum. One department in carrying out this course made quite an elaborate museum. They screened off one corner of the room with burlap screens. The two windows which were in the corner were transformed into stained glass windows with nature designs as the decoration (see Activities, page 140). The painted orange crates were arranged under one of these windows. One crate lay on its side and upon it was placed the dishpan aquarium, while two other crates stood on end on either side of it, and held the collection of stones, leaves, flowers, etc., which the children had gathered. On a low table were spread booklets that had been made and several of the books from the library table. A long "Jessie and Peter" frieze, illustrating the adventures of the two children, was thumb-tacked along

one side of the wall, and blueprints, pictures, stories, and illustrated copies of original work hung on the burlap screens. The living specimens were in comfortable cages and each was adequately described on a card written by a child and fastened to the cage. Several children were appointed to stay near the exhibit and to explain it. Class books and the neighborhood map held conspicuous places.

If the school is in session for two weeks only, the matter of sharing discoveries with others should be brought up within the first three or four days and definite plans should be made and carried out almost immediately.

SECOND WEEK—FIRST SESSION

Aim. To help the children to think more clearly about some of the great unsolved problems of life. To lead them to see that there is much left to discover before we can understand these problems. To encourage original observations concerning God's provision for life

The Room Set-Up. On the observation table can be a box cage containing green grass and a green grasshopper or small green snake. In another box is a toad on a brown earth background. A turtle also can be used if one is available. Pictures showing protective coloring are spread out for discussion.

PROCEDURE

Early comers will look about to see what has been brought in. The boxes containing the grasshoppers and the toad will be noticed, but only after careful examination, probably, will the grasshopper be found in its green surroundings. First comers will enjoy pointing it out to others. They will be interested in the toad as well, and may comment on the fact that because he looks like a lump of earth it is hard to see him.

The pictures are hung up, the window boxes tended, and books examined. There will also be unfinished work to be carried nearer completion.

Discussion. "Have you noticed anything new brought into the room? Could you see the grasshopper (toad) at first? What made it hard?" Discussion follows on protective coloring which children have noticed, and a list of these discoveries is made.

Expedition to Find Protective Coloring. Leader suggests that not far from the church there are creatures that are hard to see because of their coloring or shape. The whole group is divided into

smaller groups which go off in different directions to see what they can find. If there is a pond or brook near-by, at least one group should be sent there. Another group might examine someone's garden, another a vacant lot, another the edge of a swamp or woods if one is available. City parks, back yards, and vacant lots are suggested for a more urban surrounding. Each group should have a group leader and should carry pencil and paper. Those going to the pond should carry bottles or pails.

No time limit should be set for this activity. Some groups will want to go farther than others. As soon as the first group returns the children discuss the discoveries they have made and then carry out any of the following activities.

Other Activities

1. Children report their discoveries and add an account to the class book and to the individual records.
2. The camera group may go from one group to another taking pictures.
3. The older children consult the nature books, looking up information about the little creatures they have seen. This is for the purpose of sharing this information with others later.
4. Children draw or paint pictures of the creatures they have discovered in their natural surroundings, showing how they are protected.
5. They make plans for building a comfortable, temporary home for any small animal visitors. Here the leader must help the children to understand that it is cruel to keep little living things in close confinement for long. We may bring them in for study, but as soon as we have attained our purpose we should set all little things free. In connection with stressing this point read the poem, "A Fairy Went A-Marketing" by Rose Fyleman, for after she had enjoyed her little fish, "She slipped him in the pond." The making of a balanced aquarium is a partial exception to this rule, for the little water creatures may be kept longer (see aquarium information, Section VIII, ACTIVITIES).
6. Those interested in a neighborhood map add new illustrations and labels. Bible verses that seem to match the illustrations and the activities that they suggest may be added to the map. (See Section IV, BIBLE VERSES.)

Discussion, Story, and Worship. When the last group returns all groups gather for discussion, the story, and worship. If the group going to the pond have brought back caddis worms, "The Little Stone House" should be told. If not, "Lumpy" is appropriate, for all children have had some experience with a toad.

After the story the children talk about their discoveries. They may report seeing brown sparrows the color of the dirt, little brown ants, green grasshoppers in green grass, gray ones or brown ones that seem to like the road and sandy places best, and snails that look like pebbles. Someone may tell that a father bird is usually brighter than a mother bird, for if the mother didn't match the color of her nest she would be seen more easily, and she and her little ones might be harmed. The leader might ask why it is that a mother bluebird is almost the color of her mate, and the fact that her nest is out of sight in some hollow tree or bird box be brought up, or, if the story of "Lumpy" was used, what answer they would give to the question Aunt Alice asked Peter. Actual experiences of the children should be used and reference made to pictures to lead the children to see the apparent plan behind this.

This might lead the children to worship. While the pianist plays softly the children sit with closed eyes thinking about the subject. "He Shall Feed His Flock" by Händel is suggested. A song to sing in connection with the "Lumpy" story is "The Toad" from *Little Songs for Little People.* The leader might use the following prayer:

> Dear God, I see your loving care on every side.
> You gave the toad a lumpy coat
> And taught him how to sit so still
> That anyone who looked at him would think
> He was a lump of earth and nothing more;
> You gave the snail a shell that looked just like a pebble;
> And made bright butterflies that looked like flowers.
> You are so good, so wise, so kind,
> I love you, God.

SECOND WEEK—SECOND SESSION

Aim. To face the fact with the children that there are many manifestations of nature which even the wisest people do not understand. To lead the group to see that there must be a balance in nature or the earth would soon be overrun with certain creatures.

To help them to see that the whole universe was not created for

our benefit and that just because many things in it (mosquitoes for example) seem of no use to us, that is no reason why they should not exist. To make an aquarium that we may better study God's provision for his creatures.

The Room Set-Up. A dishpan, pails, dip nets, and several quart glass jars are set out beforehand. Pictures showing protective coloration are laid out. The Audubon Society puts out leaflets and pictures of birds that emphasize this. *Nature Magazine* also has pictures which can be used. Written or typed directions for making aquarium should be laid out on the browsing table. (See Activities, page 133.)

PROCEDURE

Activities. *Reporting* new discoveries, *showing* new treasures, *writing* in the class book. Younger children, desiring to contribute but not being able to do much writing, may dictate their stories to some leader. Charming thoughts come from children when not held back by the mechanics of writing.

Working on the *neighborhood map.* The pictures taken by the *Camera Group* may be added as soon as they are developed. The children make suggestions as the work goes on and new interest groups may form. Some children may want to make *individual maps.* (Later, when the course is over, the neighborhood map may be presented to the church school, or if several churches combined in a community vacation school it might be sent from one church to another.)

Discussion of Problems Connected with Live Exhibits. Children exploring the edges of a pond or a brook may return with some little live things in their pails. This creates a need for a suitable place to keep these little creatures. If the school is small the entire group convenes to discuss this problem and ways of making an aquarium. The following questions should be brought up for consideration:

How are we going to make our little living visitors feel happy and at home?
How can we make their home pretty?
How can we make it like their old home?
What can we give them to eat?
Why do we give them green plants?

Discussion of Problems Connected with Suffering in the World, Ugliness, and Apparent Uselessness. How can we

make life safe for them? This brings up the fact that one kind eats another, and leads to new discussion as to why this is true. The questions of why there is so much suffering in the world and why God allows one creature to prey upon another may be brought up as well. This should be brought before the whole group.

The children are encouraged to talk freely of their own experiences. They tell of tragedies brought to their view. It is a difficult problem to handle, but we must not side-step it. Unless we consider the ugly and unfortunate as well as the beautiful and seemingly kind, we are giving only half of the picture. Earth was not made exclusively for the use of man, and children must see that that is true.

"I don't see any use in mosquitoes," a child may say. "I don't see why God made them." It is true that mosquitoes are far from being of use to man, but they are created neither for man's use nor to annoy him. They live their own lives.

There is a certain balance in the world that must be maintained. If this were not so the world would be overrun with quantities of English sparrows, flies, and countless other things. We don't know why it was arranged as it is.

Discuss the following:

1. If one mother fly laid hundreds of eggs and if half of these were mother flies and laid hundreds of eggs apiece, and all these eggs hatched and half of them were mother flies that laid hundreds of eggs apiece, and no one ever killed a fly, what would be true at the end of the summer?

2. If all the English sparrows raised several families of sparrows, and all of their families grew up and had families, and all their families raised families, what would be true in several years? English sparrows are quarrelsome and drive other birds away. What would happen to the bluebirds and other song birds if there were thousands of English sparrows in one place? What chance would they have of getting food enough?

3. What would happen if there were a thousand times as many potato bugs as there are? Here the point should be brought out that some insects are harmful to gardens and should be destroyed for the good of the people depending on the garden for food. Our part is to do it as quickly and with as little cruelty as possible.

Many of the children's questions will be unanswerable. The leader should frankly say, "I don't know, perhaps we can discover something that will help us understand. There are many things still to find out." She should meet the children's questions fairly

and should encourage thought and discussion. It might be suggested that they talk about it at home with their parents.

We might say: "Let's find out more about the world about us. I wonder why it is that the polliwog is marked like a pebble and some turtles look like stones and some like green leaves. Have you noticed that a little shell has the same marking as a big one of the same kind? It looks as if some great Mind had been at work. People have always wondered about these things. Some of them make up stories trying to explain them. Other people were so wise that they knew there were some things which they could not explain. They said, 'Great things doeth he which we cannot comprehend.' We can write down some of the things we wonder about, some of the rules in nature that we should like to know more about. Some men tried to find out more about these laws, and they discovered ways to make the earth a more beautiful, a more comfortable, and a happier place in which to live."

Story. Here would be a good place to tell the story of "The Water Baby." (Page 41.)

Games or Rhythms

Return to Activities. The children return to the making of their aquarium. They read the information given on making aquariums. (See Section VIII, ACTIVITIES.) They also look up information about their discoveries in nature books.

NOTE: This whole activity presupposes that ponds, brooks, or swamps are within walking distance. In many cities this is not so. Where small turtles, newts, polliwogs, snails, and goldfish may be bought in pet stores, an aquarium can be made. Many places advertised in *Nature Magazine* and in *Better Homes and Gardens* sell fish, turtles, polliwogs, and the like, and will ship them anywhere. If this activity does not seem practical, homes for pet toads, grasshoppers, and even small garden snakes may be made.

In connection with the "borrowing" of little creatures from their natural surroundings, it should be impressed upon the children that these little live things have a right to their lives as we do, and that no harm should come to them through our desire to study them. Read again to the children "A Fairy Went A-Marketing" by Rose Fyleman, for it gives this message beautifully.

A good song to learn in connection with this study is, "How Strong and Sweet My Father's Care." Send someone to the table to select a picture suggested by the song.

The pianist then softly plays the music of this song while the children think.

Prayer. Dear heavenly Father, whose beautiful and interesting world we are studying, and whose care for all creatures we are learning about, help us to see the wonders all about us, and to know that you caused them all. Help us to see and appreciate the wonderful changes that are being made all the time. Help us to know you better and love you more. Amen.

The children sing "Lord of the Sunlight." Then the leader may ask them to tell of what they were thinking while the pianist was playing. They sing in closing a song of their own choice.

SECOND WEEK—THIRD SESSION

Aim. To find more creatures which show that provision has been made for their safety. To make suitable homes for any brought in. To make a dishpan aquarium.

The Room Set-Up. All materials for making an aquarium should be laid in readiness. There should be a large dishpan, pails, a large spoon for digging gravel, dip nets, and glass jars. The directions should also be in evidence. (See "Making an Aquarium" in Section VIII, ACTIVITIES.)

PROCEDURE

Aquarium Activities. Early comers go to work on any of the activities already started. Those especially interested in the *aquarium* may go out after gravel enough to cover the bottom of the pan to a depth of one inch. They should refer to the set of directions as to how to prepare this. Another group goes to the pond for water plants and interesting live things. A leader should go with them whenever they go to the pond and great precautions should be taken. Only a few children should go at a time and the leaders should know beforehand where the safest places are. The children should work up a set of rules to govern them on such trips.

As soon as these groups return they may report on their discoveries. The *Museum Cataloguing Group* might look up information about the discoveries they have made and put markers in the nature books for the others to use. Some may prepare reports to give later to the whole group. A helper should be at the library table to assist.

As soon as the creatures are brought in they are separated as to

kinds and put into glass jars. The aquarium is then made according to the directions. The children should follow these themselves.

Discussion — Reports. In the group as a whole continue the discussion of God's provision for his creatures. If any child has anything to add about the discussion of the previous day on balance in the universe and one creature being allowed to prey on another let him do so. Some children will have information to give about the creatures in the aquarium and some may have poems or original stories to read.

Games, Rest Period, and Worship. If possible, follow this with a rest period. Take the children out under a tree where they can lie on the grass and listen to God's outdoor music. Let them softly tell what they hear. Then let them tell of other experiences they have had with outdoor music. This might be the song of a brook, the music of wind in the pines, or a thunder storm. These may be listed by the leader and afterward be woven into a psalm (see Section VIII, ACTIVITIES, page 138).

Then the leader might say, "Let us close our eyes and think about some of the wonders we have been discovering in God's world." After a moment's silence the leader sings softly to the tune of "Lord of the Sunlight":

"Lord God of water
Running on pebbles,
Lord God of wind singing in the trees,
Lord of all bird songs,
And singing insects,
I love thee, God, for giving these."

Following the song, some of the children may express thoughts about God's ways, but these should be spontaneous. Given the right conditions, this session may mean a very real worship experience.

Story. "Herman's Birthday Trip" by Jeanette Perkins in *The Primary Worship Guide* is the story of sharing happy experiences and fits nicely into the day's program.

Planning. The children may tell of and plan for short trips they would like to take. All trips should be traced in different colored crayons on the neighborhood map and illustrations be added later.

SECOND WEEK — FOURTH SESSION

Aims. To share discoveries with others. To make reports of reading that has been done and to make riddles for the other chil-

dren to enjoy. To help the children more fully to appreciate the wonderful plan in the coloration and other protection of certain creatures, and to attribute this to God.

The Room Set-Up. The reading table should be drawn into a prominent place. One table may be laid out with ruled paper, pencils, drawing paper, and crayons.

PROCEDURE

Suggestions for early comers to follow:

1. Bring in flowers and arrange in vases and pin new pictures on the screen to make the room pretty for the others.
2. Feed the little creatures in the aquarium. (Previous study will determine what they should have. Raw meat may be substituted for flies and insects if it seems desirable.)
3. Direct the attention of several who have shown that they enjoy reading, to the library table. The leader suggests reading some favorite poem or account to the others. The children choose material and study it so they will be able to read it well.
4. In many groups there will be some who enjoy writing stories, verses, or making nature riddles. (See Activities, page 145.) Paper, pencils, and pictures suggestive of color or shape protection may be laid out in as remote and quiet a place as possible. A leader should be accessible to help with the spelling if called upon, but she should not interfere with too many suggestions.
5. The children will probably want to add an account of the outdoor worship experience to the map. (See Session 7.) A picture of the tree may be drawn with children in a group beneath it. Those who enjoy drawing will find much satisfaction in doing this. A sentence or two may be added explaining what was done, or pictures drawn of the birds and insects that made the outdoor music, or an appropriate Bible verse chosen by the children from the Bible verse cards. (If possible this map should be thumb-tacked on to a cork bulletin board, a piece of beaver board, or glued to a large piece of heavy cardboard. It will be then more durable and stand much more wear and tear.)

Discussion and Reports. A list of matters to be attended to is dictated by the children, and is then pinned on the bulletin board. New items may be added later and others crossed off as they are accomplished.

The leader may say, "Some of the children who came early have prepared a surprise for you." Those who have written original stories, and those who have poems and accounts from the children's library, read them.

Song. The children are asked to choose a song, and a new one is taught. "This Is My Father's World" is suggested.

Music Appreciation. The Intermezzo from "Cavalleria Rusticana" (Mascagni) suggests invocation.

Play, Stories, and Riddles. At the close of a play period a place for story-telling is chosen. The children themselves should be encouraged to tell stories. Children enjoy nature riddles and like to tell them as well as to listen to them. They may pretend to be birds, insects, or small animals, and tell about themselves. The leader may start the ball rolling by telling several herself. A few sample riddles are given below.

An Animal Riddle

I am not at all pretty, but I am very useful. Farmers say that I am worth my weight in gold, for I eat the bugs that hurt their gardens.

When I sit quietly on the ground you hardly know I am there, for I look exactly like a lump of brown dirt. Insects do not see me. I have a queer tongue that is fastened in the front instead of the back part of my mouth. Its end is sticky. When I see an insect, out flashes my tongue so quickly that you can hardly see it. The stickiness on the end of it holds the insect.

My lumpy brown skin protects me from my enemies. There is a disagreeable tasting liquid in my body that I can squirt out if I need extra protection. Who am I?

(Answer: A Toad.)

An Insect Riddle

I am yellow and black and I look like velvet. Perhaps you would like to feel my softness. Don't try it, for I do not like to be touched. I should be afraid that you meant to hurt me and I should sting you.

Part of me is a bright, pretty yellow that shows up against the black. It is a warning color. It warns birds and people to leave me alone. I am very important, for I carry pollen from flower to flower and help make seed. It is all part of a wonderful plan. I am a friend for I am helpful, but do not bother me. Who am I?

(Answer: A Bumble Bee.)

Poem to Read in Connection with This Riddle: "Bumble Bee." (See page 27.)

A Bird Riddle

I am a brown, speckled bird that lives in a swamp. I do not look a bit like my mate, for he is much prettier than I. He is glossy black with bright red and yellow spots on his shoulders. If you saw me you might not know what kind of a bird I was, but you would not make a mistake on him.

We build a tight nest in bushes growing over water in swamps and along the edges of ponds. We build well, for otherwise our babies would tumble into the water. It is a safe place, for cats and other land enemies cannot reach our nest. We are both good fighters if danger does come near. Who are we?

(Answer: Redwinged Blackbirds. Have a picture showing both male and

female. Audubon prints or leaflets give both and much information besides. They are three cents each.)

After the leader has given several riddles the children are encouraged to make some. They enjoy doing this. Some child may suggest writing some for the class book or individual record. Posters with pictures pasted on them and the riddles beneath can be made for the exhibition, to send to some sick child, or to put in the records.

Suggestions for Other Activities. If there is time for more activity, the children may separate into interest groups for work. They may work on things already started. Perhaps some have definite plans they wish to carry out. If these are worthwhile they should be allowed to do so. Extra activities are suggested below.

1. Write nature riddles and illustrate them either with drawings, paintings, or pictures from the picture box. The children plan what they want to do with these. They may want to use them first for the exhibit and later send them to the children's hospital. An attractive booklet could be made. If a typewriter is available the leader might type the stories. If a younger group that is hampered by a writing handicap wishes to do this, the stories may be dictated to the leader. Older children can write out their own riddles. Having them typed is not necessary, but it does give the booklet a decided "air" in the minds of the children.

2. Make up the words and music of a song. (See section on ACTIVITIES, page 138.)

3. One group goes out with pencil and paper to see how many ways of protection they can find, showing the provision God has made for life. The list might read as follows:

(1) A toad is the shape and color of a lump of earth.
(2) A dragon fly nymph is mud colored.
(3) Crawfish have hard shells to protect them from their enemies. They have nippers. Their eyes grow on stalks and can move about in more directions than is common to most creatures. They hide under stones and in little caves. In dry weather they burrow deep into the mud.
(4) Snails have hard shells and doors they can close in time of danger.
(5) Small green snakes look like blades of grass.
(6) Some frogs have the power to turn from brown to grayish green if they are on a tree with lichens on it.

Many other examples could be listed, but this is enough to be suggestive. The more the children can actually see the better.

SECOND WEEK — FIFTH SESSION

Aims. To sum up some of the discoveries that have been made about God's provisions for the safety of his creatures. To discuss what happens when God's laws are broken in the insect and animal world. To demonstrate that we, too, suffer when we break God's laws for us.

The Room Set-Up. On one table are pictures of foxes, partridges, squirrels, skunks, etc. There is also a live turtle or crawfish if either has been brought in. There is a green grasshopper in a jar. Other pictures showing provisions made in nature for protection of wild creatures, insects, fish, or plants are on the table. The following sentences are written on slips of paper:

1. I have been given two strong shells. When I am in danger I pull my head, legs, and tail into my shell. Then I look like a smooth stone.
2. I am very clever in outwitting my enemies. When dogs chase me I try many tricks to throw them off my scent. Sometimes when I am in danger I stand so still that my enemies do not see me.
3. I lay many eggs in early summer. Some birds only lay four, but I lay twelve to fifteen. This is because every year some of us are killed and there must be many eggs laid if a few are to live. My little ones cannot fly as I do. They are not as helpless as most bird babies, for they can run swiftly. When danger comes I call a warning to them. They become motionless. They look like dried leaves; they look like little patches of sunlight. When all danger is past I call them together. We have a wonderful power called instinct. It tells us what to do in time of danger.
4. I am the color of good brown earth on my back, and my breast is reddish orange. Every summer I nest in Mr. Brown's apple orchard. In the autumn I travel hundreds of miles to the far south where it is easy to get food. In the north my food would be covered by ice and snow. I have an instinct that tells me where to fly and how to return to the same orchard.
5. I store my food for the winter in hollow trees. I use my gray bushy tail for a comforter.
6. I have a strong, disagreeable odor to protect me.
7. I have nippers. If you tease me I will pinch you. I have eyes at the end of stalks so that I can see in all directions. I have a hard shell and live in ponds.
8. I have long green hind legs that carry me a long way when I jump from danger.

Other sentences may be written about the other pictures.

PROCEDURE

Early Activities. Working on unfinished activities; tending the flowers; caring for the room.

Some children may be given the slips of paper with the sentences (one to a child). These they read and find the pictures which are the answers. As

soon as a child has located the picture, he brings sentence and picture to a leader to see if he has chosen correctly. He then puts the picture back on the table and exchanges his sentence for another. Several things may be done with these pictures and sentences. They may be put up on the screen in pairs. The pictures alone may be put up and as soon as the group is called for discussion those who have already located them may read the sentences and the children who have just come find the picture to match.

Discussion. The children talk about the pictures and give personal experiences which they have had with the subjects of them. They report things they have read. This discussion should make the children aware of the many means of protection there are and lead them to greater wonder at the Mind at work in every direction.

(Some creatures are so much like their surroundings that they are not seen. Some with startling colors are easy to see and these colors warn their enemies that here is something not good to eat: the monarch butterfly. Some are protected by their shape and resemblance to something else: toad, turtle, walking stick. Others have a disagreeable scent: skunk, stink bug. Some have stings: bee, hornet. Some have powerful legs and great swiftness: deer, grasshopper.)

Next, it should be brought out that these creatures are bound by natural laws, and that if they break these laws they suffer. An example lies in the following: very few creatures care to argue with a skunk, and because he relies upon his strong scent he becomes so fearless that he has been known to refuse to get out of the way of a railroad train. By breaking a natural law he suffers.

This whole discussion should sum up the discoveries of the week, and lead to new conclusions as well as to new wonderings. This will lead to a readiness for worship and is a good time for silence on the part of the children, soft music, and then a worshipful song.

Following up the discussion that natural laws must be obeyed in the animal world, the leader may ask if there are any natural laws that people must obey. The children report some. If they are slow to do so, the leader might tell about a boy who ate too much at a party and was sick in consequence. List examples that the children give, such as:

My mother told me the stove was hot. I touched it to see, and burned my finger.

I once ate four helpings of ice cream and was sick.

I walked along a rotten log and tumbled into the brook.

Such generalizations as the following are made:

If we don't get enough sleep we are cross, tired, and do not feel well.
We must keep out of danger. If we don't we run the risk of being hurt.
We must eat the right kinds of food or we shall not be strong and healthy.
We must be careful if we have a cold. If we are not we shall give it to others.
We should get plenty of exercise in the fresh air and sunshine.

Play. (Out-of-doors, and active.)

Work Period. The *class book* and individual records may be added to, the *walks* planned the preceding day be taken. One group may be called by the leader to plan for the *exhibition* that has been mentioned before.

Music Appreciation and Creative Work. If there is time the groups come together for music appreciation and to learn a new song such as "Nature's Chorus" in *Little Songs for Little People.* Encourage the children to write a new verse for this song.

Summary of Week's Discoveries. A short time is taken to recall some of the discoveries made during the week. The children tell some of the things they would like to do during the next week.

UNIT III—THIRD WEEK

FINDING SOME THINGS THAT ARE ALWAYS

Aim. For the third week of the vacation school the aim is to lead the children to discover the dependability of certain phases of nature, to appreciate the orderly Mind that planned and controls the universe, and to give them a greater sense of security because of the absolute regularity of these sequences.

Water changes to water vapor which forms clouds. The wind carries these clouds far from the ocean. Condensation follows and the rain falls. Some of it drains into springs and forms brooks that flow into rivers. The rivers carry the water back to the ocean and the same thing happens over and over. This is the rain cycle, and it is one of the phases of nature that repeats itself over and over again. Dusty vegetation is washed, plants are refreshed, and birds and animals receive water without which they would die. We can depend on water. We hope the children will respond to the power and vision of the Mind in the plan, and learn to depend upon God more fully.

The seed-to-seed cycle is one quite within the power of little children to grasp. Through the study of this we come naturally to the study of bees, and this brings us to the fulfillment of our second aim: to show how necessary cooperation is to the maintenance of life. The life of the bee is a perfect example of what may be accomplished when many work together to bring about the successful completion of a single goal. The transition from the need and importance of cooperation in the insect world of bees, ants, hornets, etc., to that of human dependence and cooperation is not a difficult one to make. Here again we can but marvel at the Mind at work behind these manifestations of foresight and wisdom.

Bible verses that fit the experiences of this week.

"Oh sing unto the Lord a new song; for he hath done marvelous things."

"This is the Lord's doing. It is marvelous in our eyes."

"Oh Lord, how manifold are thy works! In wisdom hast thou made them all."

"The earth is the Lord's and the fullness thereof; the world and they that dwell therein. For he hath founded it upon the seas, and established it upon the floods."

"None of us liveth to himself."

"Bear ye one another's burdens, and so fulfil the law of Christ."

"Serve one another."

"Great things doeth he, which we cannot comprehend."

"Trust in the Lord, and do good."

It is hoped that through observation and study and original expression in handwork, dramatization, poetry, music, and rhythmic interpretation, the children will develop a feeling of security in a friendly universe which will form a support in later times.

THIRD WEEK—FIRST SESSION

Aim for Today. The leader's aim is to help the children to get a greater sense of security and confidence in God through the study of some of the things which may always be depended upon. The second aim is to show how necessary cooperation is to the maintenance of life.

The first of these aims is planned about certain cycles: the rain cycle, day and night, the seasons, the seed cycle, and others that may come up. This week's work begins with the life cycle of the bee. This naturally leads to cooperation between insects and plants which brings us to the seed cycle. Seeds depend upon weather and we are brought to the influence of day and night, the seasons, and rain, all of which shows that there are certain things upon which we may depend, and that all through God's outdoor world there are forces working in cooperation with each other. Cooperation we discover is one of God's laws for living.

The Room Set-Up. The cages, the aquarium, and other exhibits that held a prominent place during the second week of the school should be relegated to the background, although the children's interest in them should not be allowed to cool.

Pictures of honey bees, hornets, wasps, hives, hornets' nests, and flowers should be placed near the screen. Nature books, information about bees on typewritten cards, and pictures mounted on cards with simple sentences about bees may be spread out on the browsing table.

On one table there should be some little glass jars with water in

them waiting for flowers. If possible have a square box of honey in the comb and a jar of strained honey. If the department is not too large to serve easily have also a box of saltines or butter-thins, so the children may have a taste of the honey. Let this last be a surprise.

Story Information. The leader should prepare herself to tell about life in the hive. See Comstock's *Handbook of Nature Study,* section on the honey bee. Also see Maeterlinck's *Children's Life of the Bee,* which makes fascinating reading. For those who can not get these books, see pages 46 and 48.

Music. "Barcarolle" by Hoffmann, "Spring Song" by Händel or "Melody in F" by Rubinstein, all suggest beauty of the out-of-doors.

PROCEDURE

Early Activities. Early comers hang new pictures on the screen and discuss with the leader what they see in them. These pictures will suggest personal experiences which will be shared with the group.

Some may want to go at once out-of-doors and observe at first hand what the bees are doing. The leader may take a group to the nearest meadow, garden, or park for such observation. They take pencils and small pads of paper so that they may take notes or draw pictures of both bees and flowers. They list the kinds of flowers the bees visit. Each child may be asked to watch one bee and find out the answers to the following questions:

What kind of flowers was it visiting?
What did it seem to be doing?
What was it getting?
Where did it seem to be going?

Other children join a leader at the browsing table. Markers in the books will be suggestive. This group might plan to share the information they discover with the children who have gone exploring.

Discussion and Reports. All groups, on assembling, report activities. Those from the browsing table read to others the information they have found out about bees. Personal observations and written accounts may be compared. A new Story Group may be formed to make a booklet on bees for the library.

If any of the children have drawn pictures of bumble bees, honey bees, or flowers these should be shared with the group.

The leader may ask the following questions, writing them on the board as they are asked:

1. Where do bees go after visiting the flowers?
2. What two things do they take with them?
3. Why do they want these things?
4. After a bee has visited a clover, what kind of a flower does he visit next? Why? (Bees do not mix the pollen from two different kinds of flowers. If they start with clovers they go from clover to clover until they are loaded down with clover nectar or pollen. They will then return to the hive. There are several reasons for this. They like their pollen unmixed. The flowers depend upon the bees to carry pollen from one to another so that seeds may grow. Is this a good arrangement? Why? Does it seem as if it had been planned? What do you think about it?)
5. We know the bee gets nectar and pollen from the flower. What does it do for the flower? What do we call working together for each other? (Teach the meaning of the word "cooperation.")
6. How is a honey bee different from a bumble bee?
7. What is inside a hive?

If the children do not know the answers to these questions the leader should not tell them. She could mark each question that was not answered with a red mark and ask the children to try to find out the answers before the next day.

The leader tells the children about the three kinds of bees in the hive and the part each has in making the community safe. (See Information about Bees, pages 46 ff.)

Dramatization. The leader asks the children if they would like to play the story of a day in the bee hive, and asks for suggestions. They may suggest marking off a space for a hive, or taking hands and using a circle of children for the hive. Cells (six-sided) may be marked off inside. A queen is chosen and several drones. A group of children may be chosen to be flowers; those dressed in pink for clover, in blue for delphinium, etc. The other children are workers, some attendants to the queen, some builders, others nurses.

The children discuss what each one should do. The queen goes about in the hive surrounded by attendants which never turn their backs on her as she places eggs in the nursery cells. Two or three workers stand by the door fanning the air with their arms; others are guards; some are cleaning the hive; others are building cells; the drones are buzzing lazily about the hive, coming in frequently to be fed honey. This play will develop from day to day and new

bits will be added. We may have baby bees in the cells with nurses to tend and feed them. Later as the children learn more about bees we shall have them swarm and start a new colony. There are endless possibilities. Later we can use this dramatization in connection with the exhibit and visiting day.

Honey and Crackers. If honey and crackers are served to the children, there is discussion first of the wonder of it. One group to which it was served discussed grace and decided it would be nice to make one, thanking God for the honey and for the cooperation between bee and flower. Bowing their heads they said their grace and then did justice to the treat, talking freely and with interest about their nature experiences. (This may take place at the end of the morning program instead of at this point, and constitute the worship.)

Interest Groups. Several new interest groups may need to be formed. Activities suggested for these are as follows:

1. Start a bee booklet for the library table.
2. Add to the class book.
3. Add to the neighborhood map.
4. Start a bee exhibition in one corner of the museum. This might include flower drawings and paintings; pictures of bees, hives, and gardens; the jar of strained honey and the honey comb; stories, articles, and original poems written by the children; little glass jars, each holding a flower.
5. Make a large mural painting on large pieces of wrapping paper, showing bees, flowers, and a hive. (Water-color poster paint is good for this.)
6. Study flowers to find out the answer to the following questions:

 What attracts bees to this flower? (Color, size of petals, nectar, scent.)
 Where is the nectar stored?
 Where is the pollen?
 What else is inside the petals?
 Draw a picture of what you see.
 Look up flower parts in one of the nature books and see what you find.

Music Appreciation and Worship. A little while before it is time for the children to go home call them together for music appreciation. See suggestion at beginning of session. (See also paragraph entitled "Honey and Crackers.")

This should lead to a feeling of worship.

The leader might say, "While we are listening to the music that speaks of the flowers bending in the wind, the warm summer sunshine, and the song of the bees, let us each say a little prayer inside to God whose plans we have been studying."

THIRD WEEK—SECOND SESSION

Aim. To help the children discover the fact that life on earth depends upon the cooperation of many forces—that plants depend on bees and bees depend on plants; that many of the plants which give us food depend on bees for making seeds, so that we, too, depend on bees.

To help the children understand that these things have been true for thousands of years and that we can depend upon their being true today.

To trace the life cycle of some plant such as a bean, poppy, or whatever is in bloom at the time, from blossom to seed, from seed to plant, and back to blossom. We begin with blossoms, for that is the connecting link between the bees, which we have been considering, and the seed cycle.

Discussion and activities should lead to recognition of the need for cooperation in God's world and increased appreciation of the Mind in the plan.

The Room Set-Up. Lima beans, corn, or dried peas, or all three should be in readiness for a seed test. Cotton batting, saucers, and a little water are needed as well. (See Section VIII, ACTIVITIES, page 139.)

PROCEDURE

Early Activities. Leaders should see that activities are not left uncompleted.

Discussion and Reports. The group that studied flowers the preceding day report their findings. They show the flowers they examined and their drawings of the different parts. They read the questions and the answers they looked up. The other children comment on these reports and add any information they have.

Those who have been observing the bees flying about and getting nectar and pollen from the flowers report their discoveries. They may tell of seeing the bees, well dusted with pollen, combing the pollen off their bodies with the little combs on their front legs and storing it in the pollen baskets on their third pair of legs.

Story Period. The leader gives the information in "Bees and Flowers," pages 48 ff., linking up the account with the information already given by the children.

Dramatization. If practical, the children go out-of-doors to

play "Bees in the Hive." They may add new bits to the dramatization. If there is room for the children to spread out quite a distance, this is desirable, for it gives more space for action. They may change parts so that one child has a chance to take more than one.

Music Appreciation. "Melody in F" suggests the joy of being out-of-doors.

Preparation for Prayer. The leader says, "We have discovered many new and interesting things about bees and the flowers. We have found many questions that we cannot answer. Other people have wondered at the power of God who planned these things. Even though they could not find the answers to their questions, they felt that God was there and they could depend on him and trust him. They said, 'O sing unto the Lord a new song, for he hath done marvelous things,' and 'O Lord, how manifold are thy works! In wisdom hast thou made them all.' Shall we talk with God?"

Prayer (This is merely suggestive): Dear God, we thank you for giving us eyes to see the wonderful world about us. We thank you for giving us ears to hear the music of the birds and bees; we thank you for giving us minds that feel the beauty of what we see, minds that want to learn more and more about your plans, your laws and your interesting world. Help us to love you more, and understand you better, as we learn more about your world. Amen.

Interest Groups. The children return to the interest groups. Additional activities from which to choose, if occasion warrants, are as follows:

1. Write a poem, psalm, or prayer for the bee corner of the museum, the class book, or individual records.
2. Illustrate an original story or poem.
3. Write words of a song and put it to music; or choose some favorite poem, and put that to music.
4. Make seed test. (See Activities, page 139.)

In connection with this seed test tell the children about the work of Luther Burbank in perfecting plants by his wise choice in seed testing and selection. (See page 61.)

THIRD WEEK—THIRD SESSION

Aim. To help the children arrive at a feeling of deeper security because of the permanence of certain forces of nature expressed in Genesis 8:22: "While the earth remaineth, seedtime and harvest,

and cold and heat, and summer and winter, and day and night shall not cease."

The Room Set-Up. The screen is cleared of pictures and new pictures showing the seasons are spread out to be hung up. Bible verses also are copied on strips of cardboard and laid out. The following verses are appropriate:

"While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease."

"Thou hast made summer and winter."

"He hath made everything beautiful in its time."

"For, lo, the winter is past; . . . the flowers appear on the earth; the time of the singing of birds is come."

"He causeth the grass to grow."

"Sing unto the Lord with thanksgiving; sing praises upon the harp unto our God; who covereth the heaven with clouds, who prepareth rain for the earth, who maketh grass to grow upon the mountain."

Story Suggested for This Session. Since this session brings out the fact that as time goes on we learn more and more about the universe, it is well to give the children some idea of some of the older beliefs. To accomplish this end the story of Persephone is chosen. From this story the children should see that we have grown in knowledge from the days of the early Greek, and that there is still much for us to discover. Hawthorne's account of this story in *Tanglewood Tales* is excellent as a basis. It should be simplified for primary children.

PROCEDURE

Early Activities. If no one notices that pictures of the seasons are in evidence the leader asks the children to see how many spring pictures they can find, then how many belonging to the other seasons. Some child may suggest putting them on the screen in groups, keeping the pictures of each season together. The leader may call attention to the Bible verses and ask the children if they can find any to match the pictures. These may be hung up, or the children may illustrate them at the work table.

Children who have brought in specimens, or who have looked up information, should report to a leader, and later to the group.

Other children go at once to their interest groups or continue with any individual interests or activities that they are developing.

Reports. The *Museum Group* tells about the Bee Corner and

shows what has been done. The whole group is asked to contribute anything that will add to the interest of the corner. The flowers which have been brought in have been put with the bee exhibit. This flower, seed, and plant collection may be getting so large that it seems best to make a Plant Corner as well. A new interest group would grow out of this need. It may be necessary to have more shelves and orange-crate cabinets, and this means more work for the *Carpenter,* or *Museum* Interest Group.

Plans are made for the exhibition and parents' visiting day.

The children who put the pictures on the screen tell how they have arranged them and why. One child may suggest printing labels to hang over each season. He may plan to have each label decorated and on a differently colored piece of paper. Those who drew pictures show what they drew. Definite plans should be made as to what each group will do during the work period later. This will save confusion and waste of time.

Games

Relaxation and Conversation. At the close of a lively game the children settle down for music appreciation, a rest period, or a story. They are encouraged to lie flat on their backs looking up into the sky. If there are clouds they may comment on their size and shape. The leader asks what are some of the things they like best about summer, and how it would seem if there were no summer one year. She asks them if they could remember any year when summer did not come, or if their mothers and fathers could. The answers would bring out the fact that summer, winter, fall and spring always came to certain parts of the world, and the people in those parts might depend upon their coming. Some may know of the perpetual summer of the tropics, and of the conditions at the poles. Ask if the people who live in the tropics can count on the same kind of weather from year to year, and if the Eskimos can tell what the season will be ahead of time. Emphasize the fact that wherever we are, although the conditions in different localities vary, we can depend upon the seasons common to that place.

Remind the children of the discussion of day and night and of the months which came into the first week's work. The impression you should leave with the children is that here is a great plan or one of God's laws in operation that can be depended upon. To make

this clearer let the children dramatize sun, moon, earth, and if desirable the planets. Mendelssohn's "Spring Song" will be appropriate here, or "The Universe" from *Little Songs for Little People.* This suggests space and gives a feeling of expansion.

A New Song. The leader sings "The Universe" in *Little Songs for Little People* by Georgia B. Perry, published by the John Church Company, or "The World" in the same book. After hearing them sung once or twice the children will be able to sing them, too. New verses may be added by the group.

(The wonder brought out by the last discussion makes a good background for a moment of worship. Worship comes at no set time, but the skilful leader will see opportunities and make the most of them.)

A Story. The leader may say, "Many years ago the people did not know about the sun as we do. They thought it was a beautiful golden chariot set with diamonds. They thought the earth was flat and that the sun god drove his chariot up the hill of the sky. They made up many pretty stories to explain what they couldn't understand, and then believed the stories. I know one of them that tells what they believed about winter and spring. Would you like to hear it?" (Story of "Persephone.")

Interest Groups. Work planned during the discussion is carried on.

THIRD WEEK—FOURTH SESSION

Aim. To strengthen the sense of security derived from a study of the permanence of certain forces on which we can depend to go on, over and over, indefinitely. To consider the rain cycle.

The Room Set-Up. Pictures of brooks, rivers, clouds, the ocean, storms, etc., should be on hand for examination. The pictures of the seasons should be left up, for they may be used in connection with this cycle.

Large sheets of wrapping paper, crayons, pencils, paste, and small pictures of scenes one might see along a brook are put out on the work table. A geography book that shows a river system might also shed light on this work. Experimental work requires a place to heat water, a pan to heat it in, and a piece of glass.

The Story Suggested for This Session. A brief outline from which the teacher may make a story is given below:

The rain falls on the hillside.

It seeps into the ground and forms a spring.

The water bubbles up and forms a tiny trickle of water that cuts a little path down the hillside.

The brooklet makes tiny waterfalls, waters the moss and ferns on its banks, and then flows into the pasture.

Cattle come to drink from the brook. So do the little wild creatures of the meadows.

Dragon flies hover over it. Frogs live in the grass and dive into it. Caddis flies make their little stone houses at its bottom.

It flows into a meadow where tall grasses shadow it. Here it is deeper and larger. Trout lie hidden along the bank. Skaters and whirligig beetles whirl over its surface.

It joins other brooks and flows into a pond. Here dragon flies lay their eggs. White pond lilies lie on the surface and the shallow water has many interesting little live things in it.

A dam stops the water for a time. Near the dam is a small factory that makes woolen blankets. The force of the water makes the power to turn mill wheels.

More brooks join and a river is formed. It reaches a reservoir.

More and more factories are on its banks, for the way is rough and fairly steep.

Stones and gravel are carried along, grinding each other and smoothing rough corners. The bed of the brook is worn down. The river bed shows the action of the water.

It flows by towns, farms, and cities, getting bigger as it goes.

The river gets more and more dirty. Some of the dirt and stones are dropped and some carried along. The river also collects a little salt from the rocks and soil.

It reaches the ocean.

Some of the water evaporates.

The wind carries water vapor far inland.

Water vapor condenses.

Rain falls and the cycle is complete and ready to repeat itself.

Music. "One Day a Sunbeam Met a Cloud," published in *Songs for Little People,* is a good "cooperation" song. In the "Beautiful Blue Danube" one gets the sound of running water. This music may be used for music appreciation. Händel's "Largo" may be used in connection with the worship.

PROCEDURE

Pictures Stimulate Conversation. Children who have had experiences with brooks will be eager to tell them on looking at the water pictures. Others may have had experiences with lakes, rivers, or the ocean.

Expedition. If it is possible, a pond, brook, or river should be

visited. If one is near-by, a group may form with a leader and set out to explore it. The children should be asked to observe several things. If they visit a brook they may be asked to find out:

How does the land slope?
Is it a steep or gradual slope?
How does the slope affect the direction taken by the brook?
How does direction affect the force of the water and its speed?
What is true about the surface of the pebbles in the brook? Why are many smooth?

The same questions about a river may be asked.

The following questions about a pond are thought-provoking:

Where does the pond get its water?
Where is the outlet? Where does the water come from and where does it go?
Sometimes we see fog over the pond in the evening. What causes it?

Where it is not possible to visit a brook or river, the leader may base her questions on pictures.

Discussion and Reports. Completed work is shown, new discoveries are talked over, the expedition is reported. In cities the leader may discuss rain in the gutters, asking the children where it is going and what it is carrying with it.

Story. Story of the brook. (See outline above.)

Picture and Poetry Appreciation. Pictures which illustrate the story are shown. The children may be sent to the table to pick out the picture of a spring, a tiny brook, a pasture with cows feeding alone at a brook, etc. "The Brook" by Alfred Tennyson may be read. Children who know other brook poems are asked to look them up for the next "get-together" time. "Where Go the Boats?" by Robert Louis Stevenson and other poems suggesting the story may be used.

Dramatization. The children may "play" the rain cycle. This should be done out-of-doors so the children can get the feeling of distance and motion. One place, the lowest available, may be the ocean. The sunbeams cause evaporation. The children who are playing water leave the ocean. The wind comes up behind them and blows them away from the ocean. It gets colder. The sunbeams are shut away from sight as the particles of water cluster into groups stooping nearer to the earth. They fall to earth, join to make a spring, then taking hands form a brook. Others join them and the two brooklets meet. Eventually they get back into the ocean and

the play is repeated in order that its sequence may be impressed upon the children.

Other Activities and Experiments. (Choose.)

1. Draw a river system on a large piece of wrapping paper, putting in springs, ponds, factories, and waterfalls. If a brook is near it may be traced on a real map of the locality and then reproduced on the large wrapping paper.
2. Experiment to find how water vapor condenses.
 a. Set a shallow pan of water out in the sun and leave it for several days until the water evaporates.
 b. Boil water. Then hold piece of glass in the steam. The vapor will condense on the glass.
3. Experiment with water carrying dirt and gravel.
 a. If possible go out to a brook or observe a gutter after a rain.
 b. Put a handful of dirt and gravel mixed into a glass of water and stir. The quick motion of the water will cause the dirt and gravel to be carried along by the water. When you stop stirring the motion gets slower and slower. The gravel is dropped first, the finest soil last. After a day the water will be almost clear. This shows what is done in gutters and rivers.
4. Illustrate "The Brook" by Tennyson or "Where Go the Boats?" by Stevenson with pictures either drawn, colored with crayon, or painted.
5. Write original stories, poems, prayers, or a psalm, using the brook for the topic.
6. Boil water to show rapid evaporation.

Conversation, Music, and Worship. After the work period and just before it is time for the children to go home, it is well to call the entire group together. The leader may ask the children how long the ponds and brooks have been where they now are. She may ask them if their fathers and mothers saw the same ones when they were little. Then she may refer back to their grandparents. Show how changes have taken place but that the brook is continually going on and on repeating its history. "Sometimes when we see these wonders in God's great out-of-doors we have a feeling inside. Listen to the music that is going to be played and see how it makes you feel. Perhaps it will remind you of some of the discoveries you have made today."

The pianist plays Händel's "Largo" or Haydn's "Summer."

The children talk about what the music made them think of. The leader says, "Long ago men used to wonder, too. They thought that they could see God's handiwork all about them. They saw that he cared. Then they said:

'Oh Lord, my God, thou art very great.'
'I will sing unto the Lord because he hath dealt bountifully with me.'
'He causeth to come down for you the rain.'
'For thy lovingkindness is before mine eyes; and I have walked in thy truth.'

"Shall we close our eyes and speak to God?"

THIRD WEEK—FIFTH SESSION

Aim. All the week the children have been dealing with new and tremendous ideas. Common things like the growth of seeds, bees buzzing about clover, and rain have received a new interpretation for them. The thought of interdependence, the relation of one force to another, and the magnitude of it all is rather breath-taking. There should be more time for this whole fascinating and compelling thought to develop. Some schools may wish to continue along this line rather than take up another. In city schools which may start with this unit and continue several weeks much can be done.

The aim for this session repeats the aim for the week, being a summary or review of the week's work.

The Room Set-Up. Materials for work on the various activities already started are laid out in readiness. The children should be responsible for the room.

PROCEDURE

Early Comers. The leader will have to guard against too much attempted and too little finished. Remind the children of the exhibition in which they will share their discoveries, and let more definite plans be made for it.

Discussion and Reports. The children, in reports on observations of bees, the flower cycle, or the rain cycle, will open up a discussion on the permanence of these things. The leader might ask the children if there will be hives of bees next year. Why are they so sure? She will tell them that a few hundreds of years ago people depended on the honey that they got from their hives for sweetening their food, as there was no sugar; or she will quote from the Nineteenth Psalm to show that knowledge of the bees and man's use for them extended many years back. The fact that the life cycle of bees has been known for so many hundreds of years gives

us confidence that we may depend upon it indefinitely. This may be brought out, during the discussion, from the children.

The same sense of permanency may be brought up in discussing the other cycles. The children who have been writing poems, songs, or stories may share them with the entire group. The chart showing the river system, tracing the rain from cloud to cloud, may be shown. Suggestions for its improvement may be considered. Plans may be made for displaying the work the children have done, and plans made for the completion of work already under way. The desirability of cooperation should also be discussed.

Play Period — Rhythms and Dramatization. The children may work out some of the rhythmic work which they intend to use during the exhibition, i.e., dramatization of life in a bee hive and the rain cycle.

Relaxation, Story, and Worship. This may be a combination music-appreciation period and story-telling time. Story suggested, "I Am With You," page 50. For music appreciation, leading to worship, Händel's "Largo."

Interest Groups. No additional activities are suggested for this session. The work already suggested should be more than enough.

UNIT IV — FOURTH WEEK

COOPERATING WITH GOD TO MAKE THE WORLD A BETTER AND HAPPIER PLACE

Aim. The aim for the fourth week is to show through actual experiences in parks, woods, with window boxes, local engineering projects, stories of engineering, city planning, and other improvements, the ways man works with God to keep the out-of-doors beautiful. The child's aim is to find how people work with God to make the world a better and happier place in which to live.

Up to this time the children have been discovering the beauty and wonder of the great out-of-doors about them. They have seen the provision that has been made for life, and have learned something of great natural laws which must be obeyed. They have seen that cooperation is necessary in nature and among people, and that certain cycles, day and night, the rain cycle, and the seed cycle, may be depended upon to go on and on. Now the time has come to show what man has done and is doing through study of and cooperation with the great natural laws to improve things as he finds them.

Stories are suggested for use with this unit, but these are suggestions merely. It may be that the leader knows other stories that fit in with her own locality and needs better than those mentioned here. She should use them.

FOURTH WEEK—FIRST SESSION

Aims for Today. To show how men have improved waste land in the cities by making parks. To secure a realization that in helping to make our surroundings beautiful we are working with God. To do something to improve our own surroundings.

The Room Set-Up. The pictures that have been used with the other weeks' work have been filed away and new pictures showing public improvements, famous naturalists such as Fabre, Burroughs, and Burbank, pictures of famous irrigation activities, of federal workers improving farms and woodlands and other national programs of betterments are laid out. Cards giving information about the naturalists are laid out on the reading table.

PROCEDURE

Early Activities. Some of the children are directed to the new pictures and others to the reading table. Others work on unfinished activities.

Discussion and Reports. Children report on what they have done and seen over the week-end. They talk about the work they have done the preceding week and the seed tests and seedlings are examined. Several children may be asked to volunteer to write reports and draw pictures showing the development of these seeds.

A discussion continuing that already started on the work of Luther Burbank should follow. The children will see that one seed test, the selected seeds, have tested higher than the others. This leads to the conclusion that it is possible to improve the strain of seeds by selection, and that Luther Burbank has done much to help the farmers and the people who eat their vegetables by breeding a better grade of seed.

Story. "The Dump That Blossomed." (See page 53.) The leader asks the children if they know of other improvements whereby man has assisted nature. This leads up to the telling of the story. (If there has been some local project for the betterment of land, woods, orchards, and the like, it might be used for the basis of a story.)

Game Period.

New Activities. These are suggested for those who have nothing on which to work:

1. If there is a park or playground near-by take groups of children there to enjoy the flowers, swings, and whatever is available.
2. On returning discuss the experience, considering the following questions·
 a. Who made the park?
 b. Why was it made?
 c. For whom was it made?
 d. Who owns it? (If the children reply "the city," ask them what they mean.)
3. If there is a set of rules governing conduct posted in the park read and discuss parts of it with the children. Later, when they return, let them formulate a set of rules for themselves. One child who can illustrate is asked to make a poster, while another who can write beautifully copies the rules and pastes them under the poster. This may be read to the entire group and hung on the bulletin board.
4. In communities where there is no park the children may visit a neighbor's garden. Permission should be obtained from the neighbor first and rules written before the visit. This shows how people can make their land beautiful with flowers or more useful by planting vegetables.

Music Appreciation. Music which has already been used, i.e., "Spring Song," or Rubinstein's "Melody in F," may be followed by quiet.

Prayer. Dear God, you have made the world a very lovely place, and yet you have left work for us so we can help make the world lovelier and happier. Thank you for letting us work with you. Help us to see ways to carry on your work and to make the world happier. Amen.

FOURTH WEEK—SECOND SESSION

Aim. To help the children to see how Edward Bok's grandfather transformed a barren island into "the Island of Nightingales." To provide an opportunity for the children to help to beautify their own surroundings, and realize that in so doing they are working with God.

The Room Set-Up. Same as previous day.

PROCEDURE

Early Activities. (As usual.)

Discussion and Reports. Accounts of previous work may be read from the class book if it fits in with the expeditions taken and the rules made for such trips. One of the children may read the rules made the previous day and show the poster.

The leader recalls the story of "The Dump That Blossomed" and the children tell what they have discovered about the making of

parks. A game that children love is "Making Believe." At this point in the discussion it would be fun and profitable, too, to "make believe a park," placing it wherever it is decided that a park is needed. This park might well be given in imagination everything that a park should have. Children should be taught that all great improvements come through constructive day dreaming followed by actual work. This is particularly adapted to a city group. (See Section VIII, ACTIVITIES, pages 112 and 143.)

New Activities. A game period follows this discussion group, or the children may go back to their interest groups. Some new activities are suggested for those who have finished one piece of work.

1. Plan model park. This may be done on paper first and then carried out either on the sand table or out-of-doors.
2. Write original poems. Theme: Making the world a happier place.
3. Put poems to music.
4. Write a psalm.
5. Make plans for beautifying the yard of the church or other building in which the school is housed, and start working on it.
6. List ways we can make our part of the world a happier, better place; and, if any of those ways are practical to carry out at the moment, let this be done.
7. Make window boxes, using cheese boxes covered with oilcloth, to beautify room.

Creative Work in Songs. The children, or small groups of them, may be working with the pianist to make music for verses about the world. These songs are later presented to the entire group. They can be written out and illustrated. The entire group may learn one or two of the best songs for use at the exhibit.

Story and Prayer-Song. Tell "The Island of Nightingales," page 56. At the close of the story sing the following to the tune of "Lord of the Sunlight":

Lord God of water,
Running on pebbles,
Lord God of wind singing in the trees,
Lord of all bird songs,
And singing insects,
I love thee, God, for giving these.

Home Assignment. Ask children to see if they can find out about someone who has worked with God in making the world happier or safer or more livable.

us confidence that we may depend upon it indefinitely. This may be brought out, during the discussion, from the children.

The same sense of permanency may be brought up in discussing the other cycles. The children who have been writing poems, songs, or stories may share them with the entire group. The chart showing the river system, tracing the rain from cloud to cloud, may be shown. Suggestions for its improvement may be considered. Plans may be made for displaying the work the children have done, and plans made for the completion of work already under way. The desirability of cooperation should also be discussed.

Play Period — Rhythms and Dramatization. The children may work out some of the rhythmic work which they intend to use during the exhibition, i.e., dramatization of life in a bee hive and the rain cycle.

Relaxation, Story, and Worship. This may be a combination music-appreciation period and story-telling time. Story suggested, "I Am With You," page 50. For music appreciation, leading to worship, Händel's "Largo."

Interest Groups. No additional activities are suggested for this session. The work already suggested should be more than enough.

UNIT IV — FOURTH WEEK

COOPERATING WITH GOD TO MAKE THE WORLD A BETTER AND HAPPIER PLACE

Aim. The aim for the fourth week is to show through actual experiences in parks, woods, with window boxes, local engineering projects, stories of engineering, city planning, and other improvements, the ways man works with God to keep the out-of-doors beautiful. The child's aim is to find how people work with God to make the world a better and happier place in which to live.

Up to this time the children have been discovering the beauty and wonder of the great out-of-doors about them. They have seen the provision that has been made for life, and have learned something of great natural laws which must be obeyed. They have seen that cooperation is necessary in nature and among people, and that certain cycles, day and night, the rain cycle, and the seed cycle, may be depended upon to go on and on. Now the time has come to show what man has done and is doing through study of and cooperation with the great natural laws to improve things as he finds them.

Stories are suggested for use with this unit, but these are suggestions merely. It may be that the leader knows other stories that fit in with her own locality and needs better than those mentioned here. She should use them.

FOURTH WEEK—FIRST SESSION

Aims for Today. To show how men have improved waste land in the cities by making parks. To secure a realization that in helping to make our surroundings beautiful we are working with God. To do something to improve our own surroundings.

The Room Set-Up. The pictures that have been used with the other weeks' work have been filed away and new pictures showing public improvements, famous naturalists such as Fabre, Burroughs, and Burbank, pictures of famous irrigation activities, of federal workers improving farms and woodlands and other national programs of betterments are laid out. Cards giving information about the naturalists are laid out on the reading table.

PROCEDURE

Early Activities. Some of the children are directed to the new pictures and others to the reading table. Others work on unfinished activities.

Discussion and Reports. Children report on what they have done and seen over the week-end. They talk about the work they have done the preceding week and the seed tests and seedlings are examined. Several children may be asked to volunteer to write reports and draw pictures showing the development of these seeds.

A discussion continuing that already started on the work of Luther Burbank should follow. The children will see that one seed test, the selected seeds, have tested higher than the others. This leads to the conclusion that it is possible to improve the strain of seeds by selection, and that Luther Burbank has done much to help the farmers and the people who eat their vegetables by breeding a better grade of seed.

Story. "The Dump That Blossomed." (See page 53.) The leader asks the children if they know of other improvements whereby man has assisted nature. This leads up to the telling of the story. (If there has been some local project for the betterment of land, woods, orchards, and the like, it might be used for the basis of a story.)

Game Period.

New Activities. These are suggested for those who have nothing on which to work:

1. If there is a park or playground near-by take groups of children there to enjoy the flowers, swings, and whatever is available.
2. On returning discuss the experience, considering the following questions·
 a. Who made the park?
 b. Why was it made?
 c. For whom was it made?
 d. Who owns it? (If the children reply "the city," ask them what they mean.)
3. If there is a set of rules governing conduct posted in the park read and discuss parts of it with the children. Later, when they return, let them formulate a set of rules for themselves. One child who can illustrate is asked to make a poster, while another who can write beautifully copies the rules and pastes them under the poster. This may be read to the entire group and hung on the bulletin board.
4. In communities where there is no park the children may visit a neighbor's garden. Permission should be obtained from the neighbor first and rules written before the visit. This shows how people can make their land beautiful with flowers or more useful by planting vegetables.

Music Appreciation. Music which has already been used, i.e., "Spring Song," or Rubinstein's "Melody in F," may be followed by quiet.

Prayer. Dear God, you have made the world a very lovely place, and yet you have left work for us so we can help make the world lovelier and happier. Thank you for letting us work with you. Help us to see ways to carry on your work and to make the world happier. Amen.

FOURTH WEEK—SECOND SESSION

Aim. To help the children to see how Edward Bok's grandfather transformed a barren island into "the Island of Nightingales." To provide an opportunity for the children to help to beautify their own surroundings, and realize that in so doing they are working with God.

The Room Set-Up. Same as previous day.

PROCEDURE

Early Activities. (As usual.)

Discussion and Reports. Accounts of previous work may be read from the class book if it fits in with the expeditions taken and the rules made for such trips. One of the children may read the rules made the previous day and show the poster.

The leader recalls the story of "The Dump That Blossomed" and the children tell what they have discovered about the making of

parks. A game that children love is "Making Believe." At this point in the discussion it would be fun and profitable, too, to "make believe a park," placing it wherever it is decided that a park is needed. This park might well be given in imagination everything that a park should have. Children should be taught that all great improvements come through constructive day dreaming followed by actual work. This is particularly adapted to a city group. (See Section VIII, ACTIVITIES, pages 112 and 143.)

New Activities. A game period follows this discussion group, or the children may go back to their interest groups. Some new activities are suggested for those who have finished one piece of work.

1. Plan model park. This may be done on paper first and then carried out either on the sand table or out-of-doors.
2. Write original poems. Theme: Making the world a happier place.
3. Put poems to music.
4. Write a psalm.
5. Make plans for beautifying the yard of the church or other building in which the school is housed, and start working on it.
6. List ways we can make our part of the world a happier, better place; and, if any of those ways are practical to carry out at the moment, let this be done.
7. Make window boxes, using cheese boxes covered with oilcloth, to beautify room.

Creative Work in Songs. The children, or small groups of them, may be working with the pianist to make music for verses about the world. These songs are later presented to the entire group. They can be written out and illustrated. The entire group may learn one or two of the best songs for use at the exhibit.

Story and Prayer-Song. Tell "The Island of Nightingales," page 56. At the close of the story sing the following to the tune of "Lord of the Sunlight":

Lord God of water,
Running on pebbles,
Lord God of wind singing in the trees,
Lord of all bird songs,
And singing insects,
I love thee, God, for giving these.

Home Assignment. Ask children to see if they can find out about someone who has worked with God in making the world happier or safer or more livable.

FOURTH WEEK—THIRD SESSION

Aim. That the children may learn about a man who created one of America's loveliest beauty spots, Edward Bok's Bird Sanctuary and Singing Tower. That they may see how in improving one's surroundings and making them beautiful one is working with God.

The Room Set-Up. Pictures of Bok's Bird Sanctuary and Singing Tower should be hanging on the screen. (These may be obtained from The Curtis Publishing Company in Philadelphia.) Pictures of other sanctuaries may also be used. Perhaps old copies of *Nature Magazine* can be obtained at the libraries for the reading table.

PROCEDURE

Early Activities. (As usual.)

Discussion and Reports. The children tell of people they know of who have worked with God to make a better world. The leader recalls the story of "The Island of Nightingales," asking what the mother told her children when they were old enough to leave the island and make homes for themselves.

Story. This leads up to the story, "Bok's Singing Tower," for Edward Bok was the grandson of the man who transformed the barren island to the beauty spot. (See page 58.)

Picture and Music Appreciation; Worship. Pictures are shown of the tower, and the children encouraged to talk about it. Pictures of bird sanctuaries also should be shown and discussed.

This is a good time to teach a bell song, "The Bells," a round in Progressive Music Series, Book 2, or "Arlo's Song," in *Arlo* by Bertha and Ernest Cobb. It is also a good time for music appreciation which might lead to worship. ("Ave Maria" by Liszt.) Edward Bok believed that beautiful music brought beautiful thoughts. The children tell what they thought after they have listened to the music. This may be followed by a prayer, e.g.—

Dear God, we are glad that Edward Bok wanted to make a safe place for birds and a happy place for men and women and little children. As he made a beautiful plan in his mind and then worked hard to make it come true, help us to make good plans and later help us to carry them out. We want to work with you to make this world more beautiful. Amen.

Games.

Activities Suggested.

1. Continue work on model park.
2. Bring records up to date.
3. Go on expeditions to see how men have improved living conditions in the town.
4. Look up material about famous naturalists who have added to man's knowledge of the world of nature about us.
5. Begin to plan for the exhibition and visiting day program.

Reporting and Planning. Just before the close of the session the entire group may come together to report on what they have done, and what they are planning. The interest group concerned with the exhibition and program may read their plans and call for suggestions. They may appoint other groups to prepare special features of entertainment, such as, writing the words and music of a new song, dramatizing a story ("The First Butterflies" is a possibility, being an Indian legend in *A Book of Nature Myths* by Florence Holbrook), making a psalm or prayer, or choosing poems to illustrate some part of the exhibit. Others may plan to prepare explanations of the exhibits that are to be shown. As many children as possible should be drawn into this, but they should carry out the work in small groups.

FOURTH WEEK—FOURTH SESSION

Aims. That the children may learn what Luther Burbank did to make the world a happier and better place; and how men, working with God and nature, can make the world more livable. That they may be inspired to do something themselves to improve conditions about them, and have actual opportunity to carry out their desires.

The Room Set-Up. Pictures of Luther Burbank should be on hand. As he experimented to produce larger and better potatoes, eight valuable species of plums, five of prunes, two choice callas, and a number of different kinds of peaches, nuts, flowers, and vegetables, as well as the thornless edible cactus, pictures of some of these should also be shown. (Pictures can be cut from seed catalogues.)

PROCEDURE

Early Activities. (As usual.)

Discussion, Reports, and New Plans. The different interest

groups tell what they are planning to do to share their discoveries and good times with their parents and friends. More plans are made.

The leader may ask the children to tell the story of "The Island of Nightingales" and "The Singing Tower." They may then tell what service to the world these two men made. In both cases the safety of God's birds and an addition to the beauty of the world were secured.

Story. The leader asks the children to see if they can discover why she chose the story she is about to tell. She tells the story of Luther Burbank. (Page 61.)

Bring out the following facts:

1. Burbank was thinking of others, not himself.
2. He wanted to produce more and better food.
3. He wanted to bring new beauty into the world.
4. He studied the laws of nature (God's laws) to discover what made plants grow and how to improve them. Then he worked to improve conditions so that these natural laws could operate without hindrance.
5. He first dreamed of what he wanted to accomplish, then studied ways of making this dream come true, and finally experimented with his plan and brought his desire to a reality.
6. He worked with God and succeeded in making the world a more beautiful and prosperous place in which to live.

Music and Prayer. "Humoresque" is played softly. Then the leader may suggest sitting with closed eyes a moment and thinking a little prayer. After a moment she repeats a prayer similar to the following:

Dear God, we thank you for the beauty in the world about us; we thank you for the great natural laws that rule the earth; we thank you for the men who have worked with these laws, cooperating with them in bringing about new beauty, greater safety, and more food for hungry people. Help us to see ways of making the world happier, and better; and then, having seen them, help us to make our dreams come true. Amen.

The children may want to sing "Love and Beauty" from *Little Songs for Little People.* It may be that the group might like to make some new words for this song suggested by the story and the other work of the week.

Games.

Interest Groups. The children then return to their interest

groups and work on the various activities that are engaging their attention. New reports should be put into the class book and the individual records. The neighborhood map and the map showing the river system may require more attention before they are complete. One group may look up Bible verses to fit experiences recorded on the map, and add them as captions.

FOURTH WEEK—FIFTH SESSION

Aim. To provide for reviewing the work of the week, and to consider how others have worked with nature and helped the world thereby. To provide for finding out how some of the waste lands of the country have been turned into productive farming land. To provide for the children's doing something toward making the world a better place because they live in it.

The Room Set-Up. Pictures of irrigation projects should be on hand if it is possible to get them. Cards giving the story of Luther Burbank should be on the browsing table. (See suggestions at end of this session outline.) *Geography for Beginners,* published by the Rand McNally Co., has several references to irrigation which are written for children to read. It also has a good section on "How People Work for One Another"; other geography books may be put out on the browsing table for reference. A large common begonia, geranium, or inch plant, and a box for sand should be prepared. (See page 118.)

PROCEDURE

Early Activities. (As usual.)

Discussion and Reports. Children compare notes and share experiences with each other. Those who have been at work making a model park tell what they have done and read the rules they have made for conduct in a park. The latest records are read from the class book and a general invitation is given to the different interest groups to contribute accounts of their own activities for this book. Records from the individual books may also be read.

In recalling and discussing experiences, the children review the work that is being done; and the comparison of records brings out similarities in the work of the different groups. It is brought out that the whole group is working together to discover new things.

"We are planning to share our experiences with others by having a visiting day and an exhibit. We know stories of people who helped to make the world a better and happier place in which to live." Here we recall the story of "The Island of Nightingales," Bok's "Singing Tower," and Luther Burbank's potatoes. The leader may ask what each one of these men did to be remembered, and suggests that the children report ways they have of making their own homes happier by working with God in nature. They may report making gardens, improving the looks of the yard, bringing flowers into the house and sharing them with others.

Reports may be given of Luther Burbank's experiments with plants, and the seed tests made in the school may be referred to. Then the leader may say, "I know another way of making use of one of God's provisions." She may tell how someone long ago, perhaps through accident, and perhaps by experimenting, discovered that if certain plants were broken off and put in moist soil new roots would grow and new plants would form. It is to be hoped that someone will want to try "slipping a begonia" then and there. This would form a new interest group and could be carried out at once.

Planning to Raise Plants from Slips. Some plants could be started in water and some in wet sand, to be taken home later. The children can be asked to bring empty flower pots or clean tin cans from home the following Monday for their slips, but they will plant them now in the box of sand or in water. If the group is small all the children can slip plants at the same time, dividing the work between them. If it is a large group it can be divided into smaller ones, each with a leader.

This activity will give an opportunity for worship. Someone will probably be surprised that roots and new plants may grow from broken-off ends. Here is another example of God's provision for life. We are working with God to bring new beauty into the world. Someone may volunteer information concerning what he intends to do with his plant. This will set others to planning what they would like to do with theirs. Someone may suggest giving them to their mothers on the day they come to visit. The leader's prayer may be similar to the following:

Prayer. Dear God, every day we are learning more about the wonderful world about us and your plans for life. There is much

that we cannot understand, but we hope to find out more and more. Help us to study your laws and to work with them. Help us to remember to work with you in making our homes happy places. Amen.

Games or Dramatized Play. The children practice the rhythmic play of the bees and of the brook cycle, which they may have decided to share with friends at their exhibit.

Relaxation and Story. The story of Johnny Appleseed may be told. (See page 63.)

Interest Groups.

LUTHER BURBANK

The following material should be printed on cards and placed on the reading table for the children to read:

Card 1.

Luther Burbank was born on a farm in Lancaster, Mass. When he was a boy he played with the animals on the farm. He helped his father plant his garden and tended it. He loved the farm with its woodland, garden and barn.

Card 2.

When Luther Burbank was a young man he became a stone-cutter. The stone dust got into his lungs and hurt them. Then his doctor told him that he should not work with stone any longer, for if he did he would be very sick. Luther Burbank decided to have a farm and on it raise vegetables. He was glad to get out into the clean sweet air of the farm again.

Card 3.

One day when digging potatoes Burbank found a hill of very good-looking ones. He began to think. "If I cut these up and plant them next summer, I should get some good ones from them," he thought. He tried it. Every year for four years he saved the best and used them for seed. At the end of that time he had a fine potato to sell. Many people bought the Burbank potato to plant for they knew it was one of the very best kind.

Card 4.

Luther Burbank found out that New England summers were too short for him to try out some of his plans. He decided to go to a state where the growing season was longer. He went to California. He settled in one place but it was too dry. His plants did not do well. Then he went to Santa Rosa. It was a very good place, for the soil was good and the weather fine. He started a new farm there. He wanted to raise better flowers and vegetables.

Card 5.

While Burbank was in California he saw a red poppy. Unlike most red poppies it had a yellow spot in it. Burbank saved the seeds and planted them. More poppies showed yellow on them. Some of the pollen from one was put on to the others. Seeds formed; some of these had more yellow on them than any of the others. He saved these and threw away the rest. He did this time

after time, and each time the poppies showed more and more yellow. At last he grew poppies that were all yellow. He had grown a new kind of poppy to sell. It was much larger and more beautiful than the common ones. It is called the California poppy.

UNIT V—FIFTH WEEK

SHARING OUR EXPERIENCES WITH OTHERS

The aim that is uppermost in the children's minds for this week is to share their discoveries with their parents and friends. The leader sees deeper. To her it is a week of review. This does not mean looking back over experiences but revaluating them, drawing new conclusions, and thinking them over anew. The leader hopes that new interests will grow out of these experiences and that the lives of the children will continue to be enriched. She hopes that the children will ever connect God with the wonders of the universe about them and will be drawn closer to him because of their experiences in this school.

The actual work of the week consists of finishing preparations already begun for the exhibit; and then, on the day of the exhibit, showing and explaining to the parents the work that has been done.

It is wiser to have the exhibit on Thursday rather than on Friday, for there will be a great deal of work to do in connection with clearing up after the exhibit; and the effect of tearing down and dismantling what the group has worked so hard to produce the very day it is in the height of its perfection should be avoided. If it is decided to have the exhibit the last day, it is well to ask the children to come back some other day for the things they have made, and to clear up.

FIFTH WEEK—FIRST SESSION

Aim for Today. To prepare for the exhibit and for the program that is to be presented at the same time. To summarize the work of the course so that the children will have definite conclusions to carry away with them.

The Room Set-Up. Many of the pictures used during previous weeks should be at hand. Materials for making new screens are laid out.

PROCEDURE

Early Activities. (As usual.)

Discussion and Planning for the Exhibit. The leader asks what must be planned for during the week. Someone will be sure to mention the exhibit. She will ask, "Why are we having an exhibit?" (We hope that the children will be thinking of the exhibit in terms of giving happiness to others and sharing the experiences enjoyed and the discoveries made.)

This leads up to the question, "What plans must we make?" The leader lists these needs, as the children dictate them. Here are a few suggestions:

1. We must write invitations.
2. We must decorate the room with flowers.
3. We must put the museum in its best order and see that everything is labeled.
4. We must put the room into beautiful order.
5. We must put our slips into flower pots and make pretty paper covers for them if we are going to give them to our mothers. (Tin cans can be used instead of flower pots and crêpe paper can be used to make pretty holders.)
6. We must plan our program.
7. We must finish our record books and map.
8. We must put pictures on the screen.
9. We must see that our aquarium is at its best.
10. We must put up the pictures which we took with our cameras.
11. We must write stories explaining what we have done.
12. We must make new screens to hang things on.

The children are sure to think of other things as well, and this list should be carefully kept, for it is the basis for the activities of the week. As items on it are accomplished they may be crossed off.

Someone may suggest refreshments. If no one does think of them, the leader may suggest that it would be pleasant to have them. A new committee of children would be formed to plan for them. They will have to consider the following points: (1) Expense. (2) What to have. (3) Attractive ways of serving. A committee plans the best things to do, and then reports to the entire group.

Plans will have to be made for meeting the expense. The committee will suggest that each child bring a little money from home to help pay for it. This matter as well as the other plans will have to be brought up before the entire group. If the school is very large and many are expected, the refreshments can be omitted. Any suggestion of a party delights children and they love to plan for one. Party suggestions which are inexpensive and attractive, and can be made in some cases and carried out by the children, are included at the end of the session outline.

Work Period. The group separates into smaller groups to carry out these plans. The children choose which of the above activities they will be responsible for. This period will be rather long for there is a great deal to accomplish.

The older children are asked to write the invitations for the little

ones. This will give the former a chance to practice cooperation and also a pleasant feeling of responsibility for the younger children. It may be possible for the younger children to think up something to do which will be pleasant for the older ones.

Story. At the close of the work period the entire group is called together for the story. The refreshment committee makes its report at this time and the matter of expense is taken up. The story is "Johnny Appleseed." If this has been already told it may be repeated. The reason for retelling this story is because it would be an excellent one to dramatize.

We hope the children will see this and suggest it, but if they do not and the program is not already too full, it may be suggested by the leader. The children should work this out for themselves, deciding what part they want to play, what they want to say, and who will take part. For leaders who have never attempted this sort of dramatization the following procedure is suggested:

1. Tell the story as vividly as possible, using a great deal of direct conversation.
2. Discuss the story.
3. Children retell the story in their own words.
4. Discuss the following points. Who are in the play? Where does it all happen? Who would be on the stage at the beginning of the play? What would they be doing? Who speaks first? What does he say? What does the other reply? Who would like to play that he is Johnny Appleseed? Who would like to be Letty Lou? Jack?
5. Let different children play the parts and you will see new parts and ideas for action creeping into it. One child sees another do something that adds to the effectiveness of the play and he copies it. Many children get the opportunity to participate. The children continue to play the story, putting in new scenes and characters. Each time it is played differently and the final presentation may not be the same as the practice playings, but it will be much more natural and spontaneous than if parts were memorized and the play presented formally. It also will be of much greater value from the educational standpoint. If a child with an important part is absent the day of the final presentation, there will be many to step in and take part; for a number will have played it before.

Costumes may be elaborate, or suggestive merely. No costumes are really needed, but having them does add to the enjoyment of the children.

After this period the children gather about the piano for the worship music suggested at the beginning of the session.

Party Suggestions

Frosted Cookies—Inexpensive cookies are bought, frosting made, and the children themselves frost the cookies.

Marshmallow Tops — Marshmallows are cut in halves or quarters and put on butter thins. These are browned in the oven.

Kisses — Beat the whites of two eggs very stiff and stir lightly into this a scant cup of sugar. Add a pinch of baking powder and a few drops of vanilla. Drop these off a teaspoon onto a buttered pan and cook *very* slowly in a *very* slow oven until they are a light brown. These are popular with children and a surprising number can be made from a few eggs.

Sandwiches — These may be made in surprising varieties both in shape and content.

A cold drink is easier to serve than a hot one, for paper cups may be used.

FIFTH WEEK — SECOND SESSION

Aim. To provide for the continued preparations for the exhibit; the making of a play to use as part of the entertainment (this may be a new interest group); the planting of the slips in pots or cans.

The Room Set-Up. Paper flower pots or tin cans that have been brought in by the children are in readiness for use. A can opener and a nail and hammer should be provided, the can opener to use in cutting the top from the can and the nail and hammer to use in making drainage holes in the bottom of the can.

PROCEDURE

Early Activities. (As usual.)

Discussion and Reports. During the discussion period the money that has been brought for refreshments is counted and the result compared with the estimated needs. Any reports from home or new ideas are considered at this time.

The children who are writing invitations report how they are coming out with them. If these are not finished they plan to finish them during the work session in order that they may be taken home at noon.

Other groups report progress. They tell what they intend to work on during the next work period. Those who have finished what they are working on are sent to the list to choose another one of the activities listed. As soon as each group reports it may be dismissed to go about its chosen work.

New Activities. An expedition out-of-doors is planned by one group to see what is available for decorating for the exhibit. If this vacation school is in the country it will be an easy matter to

gather wild flowers for decoration. If it is in the city the expedition may be to some parent's or friend's garden. The children explain their needs to the owner of the garden and get permission to return the next day or on Thursday morning for flowers. This same group on returning might write a letter of thanks for this courtesy.

Another group will be at work on the play, "Johnny Appleseed." One group will make costumes.

Another will be out-of-doors looking for new and curious things to add to the museum.

Reports of Work for the Exhibit. The group again assembles to compare notes and to report on work done. The list of things still to do is consulted and brought up to date. All things accomplished are crossed out and new things added if any have come up. Let the children who are working on the playlet do it for the others. This will give them confidence and the suggestions of the on-lookers will prove helpful.

Original poems and stories, psalms or prayers are read and songs sung. A program committee writes down what the children choose. It may be suggested that it would be a wise thing to have programs to give out to the visitors. If copies could be mimeographed or hectographed this would be a good plan. These programs could be decorated by the artistic members of the school. Copies of original work might also be made for the children to take home.

Play, Relaxation, and Story. After a play period, "Herman's Birthday Trip" in *Primary Worship Guide* by Jeanette Perkins fits in nicely with this week's work.

Worship. This story leads to worship. The version suggested in this book of "Lord of the Sunlight" corresponds with the thought of the story. The children might sing it. Then the leader says, "Shall we sit a moment with closed eyes and bowed heads, thinking of all the wonderful discoveries we have made and are planning to share with others?" The children sing, "This Is My Father's World." If it is impossible for them to be out-of-doors for this, here is a good time for the pianist to play "Melody in F" or "Humoresque."

Closing. The invitations are taken home when the children go.

FIFTH WEEK—THIRD SESSION

Aim. To finish the preparations for the exhibit.

The Room Set-Up. By the close of the period the room should be arranged attractively; the museum should look its best; labels and explanations written by the children should explain the exhibits. In the bee corner there might be pictures of the three kinds of bees, a jar of strained honey, a piece of honey comb, perhaps an article made of beeswax, flowers, stories, original music, poems, or illustrations. This may be a very interesting part of the exhibit. The Bible verse cards should be used to illustrate these exhibits.

PROCEDURE

Early Activities. The children coming early will find plenty of work waiting for them, for they know that this is the last day before the visitors will come, and they will want to get everything into readiness for them.

Discussion and Assignment Plans. During the discussion period the list of things still to be done will be consulted and plans made. Each child should be responsible for some definite feature of the demonstration on the following day. Several should be ready to stay near the museum to point out and explain the wonderful or beautiful things and to tell why they were put there.

The aquarium also needs explanation. The children plan to tell why it is made as it is. They should be ready to talk of the provision that God makes for his creatures. There should be a toad and a grasshopper in proper quarters to show this also. If any milkweed caterpillars or any other interesting things have been brought in, someone should be ready to tell about them.

Plans should be written down on the list so that nothing will be forgotten; as soon as a thing is accomplished it should be crossed out. These plans might read:

Practice the play.
Get flowers and decorate.
Arrange table for refreshments.
Frost cookies.
Practice songs, etc.

Work Period. As soon as the plans have been made different groups are excused from the circle to carry them out.

Games.

Dramatizing the Exhibit. Before it is time to go home the children should all be called together for a few last instructions. Dramatize the events the children expect will take place the following day. One group may play that they are visitors and the others entertain them and show them the work that has been done. Then the leader may say something similar to the following: "We have been very busy and happy discovering new things in God's beautiful and interesting world. It has made us glad to be able to share our fun with our friends. Shall we bow our heads and talk with God?"

While the children sit with bowed heads the leader might play the piece of music which they seem to love the most. She may then play "Father, We Thank Thee," or any of the songs the children have learned which give the idea of sharing and being kind to others.

FIFTH WEEK—FOURTH SESSION

Aim. To share experiences with our friends.

The Room Set-Up. The room is arranged in such a way as to show the work that has been done to its best advantage. Warning should be given against overcrowding. A few things well arranged are more effective than a mass of material. It is possible to put some of the best work on screens and put other things that are not quite as well done in portfolios or piles where they can be seen. The work of each child means much to him and to his mother, and every child should be represented.

Because it is desirable that the parents see the children at their customary activities, as well as the work they have done, the work materials are laid out in readiness.

PROCEDURE

If the parents come with the children, they should be introduced to the leaders. This will be a friendly social time. The children will take their parents about and show them what has been done. They will explain the museum, the bee corner, the aquarium, and the booklets. Several demonstrations may be going on at the same time. One group of children may be making blueprints, another group illustrating a poem or Bible verse, others working on their books, and still others busy about the museum. This period should

be very much like the usual first period, but it should be longer. The hour the "entertainment" begins should depend on local circumstances. In some schools it can be arranged so that mothers with children in both the Junior and Primary Departments may see the demonstration in each.

The idea of sharing good times and discoveries with friends should not be lost sight of for a moment. "Showing off" should have no part in any of the demonstration. It is almost impossible to tell here what will happen next, for each school will plan a different program. The plans have been in the making over a period of several weeks. Following are a few suggestions as to some of the many things that could be done:

Dramatization—
"Johnny Appleseed."
"The Story of the First Butterflies." (*The Book of Nature Myths* by Holbrook.)
(Any other story the children have enjoyed may be substituted.)
Rhythmic Plays—
"Life in the Bee Hive."
"The Rain Cycle."
(Any other rhythms which have been worked out may be used instead of these.)
Original prayers, poems, stories or psalms.
Original songs.
Songs the children have learned during the course.
Explanations of work done.
Accounts read from the class book.
Illustrated Bible verses. (One group of children may give verses from the Bible and as soon as a verse is given another child shows a picture, reads a poem, shows something in the museum, or tells about a discovery that has been made that illustrates the verse.)

The list contains a few of the many activities which have probably been carried on during the course which the children wish to share with their friends. Everything in this list could not be done in the same demonstration. Too much must not be attempted. There should be a short worship period, previously worked out by the children.

When the demonstration is over the refreshments should be served by the children. After that one committee may attend to the clearing up. If there is time after the refreshments the children may gather for games. If they have learned any of the singing games, such as "Oats, Peas, Beans, and Barley," "Bluebird," or

any of the folk dances, these could be played. This would be a good time to introduce some of the rhythmic plays.

The last part of the session may be given over to visiting and examining the work that has been done. Just before everyone goes home a large friendship circle of both visitors and children may be made and a song sung. This might be "This Is My Father's World" or "For the Beauty of the Earth," or it may be one of the songs the children have made, which is printed on the blackboard to enable visitors to join in.

FIFTH WEEK—FIFTH SESSION

Aims. To discuss the experiences of the day before. To summarize the work of the course, listing some of the discoveries that have been made. To enjoy a last happy day of fellowship, culminating in a worship experience. To decide what should be done with the collection of things in the museum, the map, records, etc.

Room Set-Up. The room is as it was left after the visiting day. Possibly a few of the children may have stayed a little later than the others the day before to straighten things about, but the exhibit should not have been dismantled. That work is left to be done the last day.

PROCEDURE

Echoes from "The Party." As soon as the children arrive they will want to talk about the exhibit. They will report what their parents said about it, and tell their own reactions. The leader may get from this discussion some idea of how much of the real purpose of the course carried over.

Reviewing the Five Weeks' Experiences. Then the leader may say, "We have been working together for several weeks and we have had many interesting experiences. Wouldn't it be fun to write down a big list of these so that we can see how many interesting things we have discovered and how many happy times we have had?"

The children dictate to the leader the things that impressed them most. As they suggest things the leader writes them down. As the list grows the suggestions recall discoveries or experiences the children had and they will be eager to talk about them. "Do you remember the day we found the dragon fly larva?", or "That was a

nice song we made up about the butterfly," they may say, "God was good to plan a lumpy skin for the toad, wasn't he?" The skillful leader will be able to draw from the children the underlying thought about which the experience centered.

Disposal of Treasures. After listing the discoveries, etc., the question comes up regarding the use, that is, where to put the articles that have been collected and made. The children are sure to want to take home their pictures, stories, and records. Some treasured articles that have been loaned to the museum will also be taken by the children who brought them in. The leader should ask the children what should be done with the little live things in the aquarium and cages. It is to be hoped that they will suggest letting these go. One group takes the little pond creatures back to the pond, another takes the toad to a near-by garden, while others care for the other creatures. This suggests Rose Fyleman's poem, "A Fairy Went A-Marketing," which could be read to the children just before they start.

While the little creatures are being taken to their natural habitats, other children go through the piles of pictures and poems, drawings, and other original work, separating it and putting all the work of one child into a pile. One way to do this is to have the children sit in a group and call their names as each picture is held out. The owner comes up after his own. Responsibility for the work of an absentee may be given to some child in addition to his own.

Certain things which have been made by the entire group cannot be disposed of without the consent of the group. If the vacation school is in a church, and if most of the children go to that church, they may vote to give the map and class book to the Primary Department to share their happy experiences with others. They may decide to send their booklets to the children in the hospital or to children in some other part of the country. Their screens and charts may be given to the church school.

Work Period. The work period is devoted to dismantling the room and preparing to leave it.

Story. When this work is done the leader calls the children together for a story. This they choose from those that have already been told, or a new one may be chosen.

Games. A game period may follow the story. Here again the children should choose the games they want to play.

Music Appreciation and Group Worship. Following the play period, the children gather about the piano to sing and for music appreciation. They are encouraged to tell what pieces of music they would like to hear and what songs they would like to sing. If the children do not suggest it the leader might say, "We have been playing and working together for five weeks and we have learned to know each other and to be friends. What song does that make us think of?" They then sing "Friends."

Then the leader may say, "While Miss ——— is playing the piano let us close our eyes and think a little prayer." She then might use a prayer similar to the following:

Dear God, we have had many happy times together and we are friends. Help us to grow more and more friendly to those we meet and help us think of the happiness of others. Amen.

The session may close with the benediction, "The Lord watch between me and thee, when we are absent one from another."

VIII

ACTIVITIES

(Detailed directions for Activities referred to in the Session Outlines, and others which may be used as alternative, or supplementally.)

1. Making Bird Baths

A large crockery saucer made to place under flowerpots makes an excellent bird bath. This may be mounted on a wooden top of an orange crate nailed securely to the top of a pole about three feet high. The water should be shallow. In it a flat stone that comes just a little above the top of the water should be placed for a perch. One group of children made a satisfactory bird bath from the top of an old garbage can. A record of the birds that came to drink or bathe may be kept. This might be in the form of an attractive chart topped by a bird picture or illustrations made by the children. An illustrated booklet telling what birds used the bath and containing illustrations and stories about them might be the basis of an interest group. The bird bath should be put out into the open as a protection against cats. These activities will result in a greater sympathy for and interest in birds on the part of the children.

2. Building Bird Houses

If the Vacation School begins early in the summer, bird houses may be erected by the older classes. Some birds bring up several families during the summer. A wooden box with a little round hole in it has proved an acceptable home to a pair of wrens.

3. Discovery Notebooks

One group may keep a discovery notebook about birds. They will find that the mother bird is much harder to see than the father bird, which is fortunate, for she spends so much time on the nest. Such a notebook might have the following material:

A record of our bird bath.
Birds we have helped.
Bird stories (accounts of what the children have seen).
Differences between father and mother bird and why.
Bird pictures (these may be from magazines or obtained from some picture concern, or drawings made by children).
Clippings (these may be taken from magazines and books).

Making Poems

(See Creative Work of Children, pages 146, 147.)

Making Riddles

(See Creative Work of Children, page 146.)

4. Illustrating Nature Poems

Typewrite or print a number of nature poems and spread them out on one table. On another table spread pictures that match the poems. Let the children first choose a picture and then find a poem that it suggests to them, or let them choose a poem and find a picture to match it. These may either be pasted together on a large piece of colored mounting paper or be put into a book. In the case of little children without much reading experience behind them, the teacher may read a poem which the child matches with a picture. An illustrated poem means more to a child than one that is simply read. By doing this we are appealing to him through two senses, hearing and seeing.

5. Sharing Our Pleasure with Others

Scrapbooks containing blueprints, illustrated poems, pictures, and accounts of discoveries can be sent to hospitals.

6. Illustrating Bible Verses

A whole list of Bible verses may be printed and then cut so that each is separate. Let a child choose one he likes. Then let him read it to the group and tell why he chose it. After that let him pick out a picture to illustrate it, or let him draw one. These may be mounted to hang on the screen or pasted into booklets. A group booklet may be made or each child may make an individual one, adding to it from time to time. Associating the verses with pictures and experience makes them meaningful.

7. Illustrating Prayers

(a) A dozen short prayers may be mimeographed. Each child makes a booklet of these, illustrating them with pictures. (b) Prayers may be written from some picture. One leader of first-year children gave each child a picture; then an assistant met with each child individually while the others were busy with other work. Each child dictated the prayer which she wanted put under her picture. The following prayer was written from the picture of a garden:

Thank God for flowers.
Thank God for the sunshine.
Thank God for the rain.
Thank God for the tall trees.
Thank God for singing birds.
Thank God for his loving care.

8. Making an Aquarium

By catching and confining for observation small creatures from pond, brook, or ocean, much may be learned about their lives. The children will be enthusiastic about this activity, and it will provide opportunities for sharing materials, taking turns, giving up privileges of carrying a treasure, and conducting oneself generally in a considerate manner. Not too many children should go on such an expedition at one time, for noise, moving shadows, and sudden movements will frighten the little creatures you are trying to catch.

Each child should have a pail. Dip nets made of embroidery frames, mosquito netting, and wire handles are useful in catching polliwogs and newts. The teacher should be careful to take the children only where it is very safe. The marshy edges of a pond and places where the pond is partly dried up are especially rich in small living things.

Small snails may be found feeding in bunches of water weeds. Sometimes fresh water clams may be found on the bottom of a pond or brook. The children should be taught that these are the housekeepers of the pool and they will keep the aquarium free from waste. The snails are especially valuable in eating off the green algæ that disfigure so many aquariums. Polliwogs, too, are scavengers of the pond and will be valuable.

Crawfish may be found in little caves under stones. These must be picked up carefully for they are armed with stout nippers—showing another way God has of protecting his creatures. Crawfish should not be kept with any creature that has a soft tail, for they are very partial be fresh meat.

Small turtles should be kept by themselves, too, for they will bite off the tails of polliwogs and fish. Bits of raw meat and flies should be fed to turtles and crawfish. The children will readily see that the hard shells of these creatures make a wonderful protection for them. Here again they see God's handiwork.

Greenish brown salamanders and the larvæ of dragon flies may also be kept in aquariums, but the salamanders, or newts, as they are often called, should not be kept with goldfish or polliwogs.

After collecting plenty of little creatures and water plants to supply oxygen, return to the place where the vacation school is held to arrange the aquarium. The following instructions are for a dishpan aquarium. About two inches of gravel should be put at the bottom of the pan. On this should be several stones about as large as a closed fist. These are for the crawfish to burrow under. In the middle of the dishpan the stones should be arranged in a little pile with the top ones out of the water, or one big stone that would be flat at the top and which would stick out of the water could be placed there. This is for the turtle. Fresh water clams, snails, and caddis worms may be put into

this aquarium. Water weeds should be planted in the gravel to take up the carbon dioxide breathed off by the creatures and provide the oxygen they need. Water should be added and allowed to remain undisturbed till all the sand has settled.

If this exchange is explained to the children very simply they will see one of God's wonderful provisions, for animals give to plants what they need while plants give them oxygen. This works in with the third week plan.

Goldfish, polliwogs, snails, and clams may be kept in another aquarium similarly arranged. Newts should be kept by themselves.

Pond water is good to use in these aquariums for it abounds in food, but ordinary water can be used if it is difficult to get pond water. If the aquarium is properly balanced it will not be necessary to change the water. If it is not well balanced it will become murky and then it should be changed. After a few hours the water will have settled and the little live things may be put into their new home.

Glass globes, battery jars, and even mason jars may be used as observation aquariums. But the little creatures should not be confined long in cramped quarters. They should be returned to their native element at the end of the course. Great care should be taken of them, for life is precious to them and we want to train children to respect their right to live.

The following material should be printed on cards and put out on the browsing table for the children to consult:

Aquarium Card 1

MATERIALS TO USE IN MAKING AN AQUARIUM

In making any home for little creatures we want to make it as comfortable and homelike as possible. To do this we must study to find out what kind of a home best pleases the creatures. An aquarium should be as much like a little pond as possible. We shall use a large dishpan. We must go to the pond for the following things:

1. Stones covered with slime.
2. Some of the mud or gravel from the bottom of the pond.
3. Water plants.
4. A large pail of pond water.

Aquarium Card 2

ARRANGING THE AQUARIUM

First put the gravel and mud at the bottom of the dishpan. This should be about an inch or two thick, but should slope upward on one side. Lay the stones on this, being careful not to disturb the slime that grows on them. Then plant some of the water weeds in the mud. After this is done pour the pond water over the gravel. This must

be done gently so that the roots of the plants and the stones will not be disturbed. Then let the water settle until it is clear. It is then ready for its little creatures.

Aquarium Card 3

ENEMIES IN THE AQUARIUM

Each little pond creature has its enemies, and we do not want the little creatures we bring into our pond to be in danger of being hurt. We must know what creatures we can safely put into the same aquarium. Polliwogs have soft little bodies, and turtles, crawfish, newts, and dragon fly larvæ like to eat them. We shall put our polliwogs into an aquarium with snails, fresh water clams, and goldfish. Turtles that come from ponds should be kept by themselves for they eat many other little live things. Newts, too, are better by themselves than with other creatures, and so are crawfish.

Aquarium Card 4

FEEDING OUR CREATURES

Almost all of the little pond creatures thrive on bits of raw meat. Hard-boiled egg is also well liked. Prepared fish food can be used. A piece of a tulip leaf with the outer skin removed is liked by polliwogs. Snails and polliwogs eat the slime or algæ that grow on rocks and on the glass.

Aquarium Card 5

WHY WE PLANT WATER WEEDS

It is always a good thing to know why we do things. If I asked you why we put water weeds into our aquarium you might say, "To make it look pretty." They do make it look pretty but there is another reason. Animals breathe off a gas called carbon dioxide. Plants breathe it in. Plants breathe off oxygen. Animals breathe it in. Each gives the other something it needs. The water weeds give the fish and polliwogs oxygen, while the creatures give the plants carbon dioxide. What does this show you about God?

Aquarium Card 6

RAISING POLLIWOGS

As soon as the polliwogs begin to get their hind legs, they should be furnished with one or two flat stones that slope gradually out of the water. The tails of the polliwogs shrink and their breathing organs change so that they can breathe on dry land. As soon as they leave the water they should be carried to the garden and set free, for they won't go back to the pond until they are much bigger and ready to lay eggs of their own.

9. Making Blueprints

One of the joys in making blueprints is that the process is so simple that even a six-year-old child can get lovely results, and so fascinating that making them may be an adult hobby.

To make blueprints we need an ordinary pane of glass about eight by twelve inches (or smaller if smaller pictures are desired), blueprint paper the size you want your print to be, a specimen, a backer, and a large dishpan full of cold water. Have an old linen cloth and an old magazine at hand. A picture frame with glass and a cardboard backer is helpful in making prints, for it holds the specimen in place more firmly.

The first part of blueprinting is done in the shade. The specimen is placed on the glass and is arranged as artistically as possible. Then a piece of blueprint paper is laid face toward the specimen and the backer is placed on that. Grasping this firmly, and taking care that the fingers do not cover any of the blueprint paper to shade it, the specimen is exposed to the direct rays of the sun.

The time of exposure depends upon the intensity of the sun. On a very bright day the print does not need to be exposed as long as on a dull day. However, there must be sun. Some people time it by counting slowly to fifty, or to one hundred if the day is dull. Others time it from fifty seconds to two minutes on a watch. After a little practice you can tell by the change of color of the exposed part of the paper when it is right. It turns blue first and then fades out. When it has reached the gray stage the print is usually a good one. Take care to press the specimen down flat or the light will get under the edges and the print will not be distinct. In the brightest sunlight fifty seconds is enough. A delicate flower does not need as much time as a thicker one. By exposing it longer it is sometimes possible to get the veins of leaves.

Then take it back into the shade and quickly plunge the paper into cold water. This takes off the chemical. Running water or a nearby fountain is best for washing the prints, but the dishpan is satisfactory if the water is frequently changed. Leave the print in the water several minutes. It is possible to "set" the print by putting it in a second pan of water to which a spoonful of peroxide has been added. Then take it out, wipe off the water with the linen cloth, and spread the print between the leaves of a magazine so it will dry and still be smooth.

Blueprint paper is very sensitive and requires careful treatment. It may be bought already cut and put up in light-proof paper from architectural supply houses, or it may be purchased by the roll. Buying it already cut is much more convenient. On the other hand, it is cheaper to buy it in the roll and cut it to the desired size. In doing this one should work in as subdued a light as possible. Only a little

of the roll should be spread out at a time and this should be laid chemical side toward the table for protection. As soon as each small paper is cut, lay it between the pages of a magazine. If it is desirable to cut several pieces at a time, these pieces may be put together in a black paper folder and wrapped in waxed paper. This protects them from both light and moisture.

In teaching the children to make the prints tell them to work quickly with the blueprint paper so it will be exposed the shortest amount of time possible.

Pressing specimens a few minutes before making the print will help get distinct pictures, for where leaf, stem, or blossom is curled up a little light gets underneath.

Prints may be mounted on construction paper of a contrasting shade, or on buff or gray, to hang on the screen; they may be pasted into scrap books, or they may be put into picture frames for the wall. They show the delicate beauty of some of the commoner things in God's world.

The children will discover that grasses, milkweed seed, baby's breath, purple vetch, Queen Anne's lace, and other finely cut sprays make prettier blueprints than larger flowers that look like blobs of white.

Making blueprints is fascinating, satisfactory work for children. As they share these with others another of our major aims is reached.

10. Making Covers for the Blueprints

"Parchment" Covers

Take a piece of wrapping paper the size you want your book cover to be. Crumple it. Smooth it out. Wet it. Choose harmonious colors and paint on a flat wash with water color paints, letting the colors run into each other. When this is dry shellac the covers.

"Marbled" Covers

Mix cornstarch and water and heat them just enough to make the cornstarch turn transparent. Then add either pink, blue, or whatever color you want till the starch is a pretty color. This is applied to the paper cover you are going to use for your book. An inch wide paint brush is used. While this is still wet draw a comb, teeth down, or a piece of cardboard with notches in it, over the paper in a zig-zag fashion. This will make pretty marks on the paper. Pin this to a board to let it dry out flat.

11. Discovering Out-of-Door Beauty with a Camera

The children and their leader go on a search for places of especial beauty and take pictures with a camera to keep a lasting record of the beauty which they saw. These pictutes may be used in the class book, they may be given to the children to take home as reminders of the beauty God has given us, or they can be given to others.

12. Making a Psalm

(The following is given as an illustration of how children's suggestions can be put together in a form for use in a worship service.)

God's Voice

I hear God's voice in the pine trees
When the wind goes sighing through them;
I hear him in the chirping of little insects
And in the roaring of great thunder storms;
God speaks to us through wind and rain
In the rustle of one leaf against another;
I hear him in the ripple of the brook
As it tumbles over rocks; telling secrets to itself.
All are his, the work of his hand.
Heaven, earth, and the sea speak of his greatness.
God is great.

13. Making Songs

Children make up little tunes to fit words of a poem. They may also write a small poem as a group, and set it to music. Bible verses also may be sung. Worship becomes more vital if it is creative. (See Creative Work of Children, pages 149, 150.)

14. Appreciating Sounds

In schools where the children do not go on "The Five Senses" expeditions, they go out in small groups with a leader to listen to nature's music. They report upon such things as the ripple of the brook, the song of a bird, wind singing in the pine trees, and the chirping of insects. Poems or songs such as "This Is My Father's World" will enrich this experience. Such experiences provide material which later can be put into a song, prayer, or psalm. The children may listen for things that remind them of something beautiful.

15. Responsive Reading

With the help of the leader the class may make up some bit of responsive reading which may be used in a worship period.

16. Making Notebooks

The notebooks may be made of brown wrapping paper. Some books contain only a few pages, while others may have more. One class made a notebook containing the life history of a Cecropia moth. A real moth was brought to class for an exhibit. One page contained a cut-out of the caterpillar pasted on a cut-out brown stem. On the

second page was a free-hand cutting of the cocoon. The third page showed the moth, and the fifth gave an original account of what had happened. An appropriate Bible verse was added—"Great things doeth he which we cannot comprehend."

Accounts of expeditions, life histories of insects, illustrated Bible verses, original poems, stories, blueprints, and many other records may be put into notebook form.

17. A Rebus

This is a chart with a story printed on it. Blanks are left in the story where the children paste pictures of the word that should have filled the blank. A sample is given below. Instead of the italicized word given here there should be a picture of the thing mentioned. The children should make up their own rebus, either as individuals (if the class is small and there are plenty of helpers), or by groups. This can be an attractive and vivid reminder of some experience.

The Garden

There was once a beautiful *garden* with lovely *flowers* in it. An old *man* planted the *seeds*. He loved his *plants*. One summer it was very dry. No *clouds* covered the *sky* and the *sun* was very hot. The *garden* needed *rain*. At last there was a *shower*. The rain fell steadily. The drooping *flowers* held up their *blossoms*. Now they were clean and their *stems* and *leaves* had plenty of water to make them comfortable. "Thank God for rain," said the old *man*.

They may also be illustrated by little drawings. "Bok's Singing Tower" would make a good rebus.

18. Class Books

Class books are illustrated diaries, that hold accounts of what goes on from time to time. The children take great satisfaction in looking back over what they have done. Re-reading is review also of ideas crystallized. Original poems, songs, prayers, and stories are kept here. Not a small part of the value of class books lies in the fact that children derive so much pleasure from making them, in looking at them afterward, and in sharing them with visitors.

Often during some activity the children plan ahead. Sometimes they want these plans written down so they will not be forgotten. Certain children may offer to get information from home or bring in something that is to be used. Plans may be put into the class book.

The most satisfactory notebooks are large—about twelve by eighteen inches—and are made of heavy brown wrapping paper.

19. Seed Tests

Corn, peas, lima beans, or any fairly large seeds may be tested. The

purpose of this is to show the wonderful provision for life made in each seed. Several lima beans may be soaked over night. In the morning they are laid between damp layers of cotton batting. These are kept moist. In a few days the seeds sprout. Drawings can be made showing the different stages of development of the plant. The children will readily see that food is stored up in the seed and as long as the plant has that food to depend on it thrives, but without it it dies. By feeling the bean after it has sprouted they will see that as the food is used the bean shrivels. Some of the sprouted seeds may be planted to show that seeds need food and water and light.

20. The Neighborhood Map

Children in the third grade are much interested in making maps because it is something they are looking forward to doing later in school. This activity will especially appeal to a group that likes to draw, so children of the second and first grades also may participate.

The map should be a record of the expeditions and discoveries that have been made. It should be started soon after the first expedition and should be added to as time goes on. In adding appropriate Bible verses to the pictures and accounts of discovery we are bringing them to life in the minds of the children and making them a vital part of their experience.

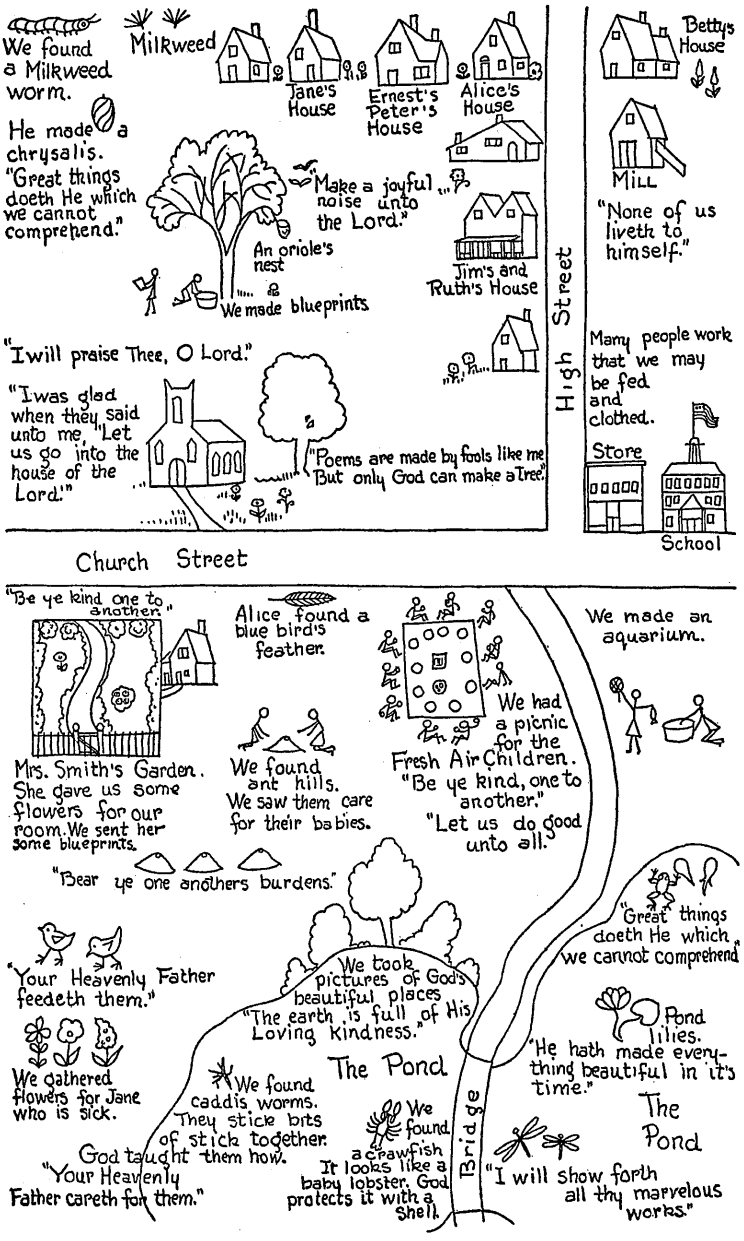
As the map is to be used over and over and subjected to a great deal of wear and tear, it should be made of durable material. Heavy wrapping paper may be folded over a large piece of cardboard and glued at the back. Another possibility is to use a white, light buff, or light green window shade. This stands erasure better than paper and rolling, for it will not crumple or tear. The finished map will be a real addition to the primary department of the church school to which it might be presented in the fall.

A neighborhood map showing possibilities is reproduced here. Every map of course will be different, as each school pictures its own location.

21. Stained Glass Windows

The materials to be used are pieces of colored cellophane, wrapping paper, paste, and scissors. The children should first discuss what they want in their design. One very simple pattern would be a single tulip or iris between two green leaves. The entire interest group might work one pattern out together first just to learn the mechanics of the thing. Then they could make individual patterns later. Where the window is divided into six panes each child could be responsible for one pane. If there is one large pane to make each child in the group draws a plan for it; the one most liked is chosen; all work together upon the window.

For a small pane the following plan works well:



A NEIGHBORHOOD MAP

1. Cut a piece of wrapping paper the size of the window pane.
2. Fold it down the middle.
3. Draw or cut the desired pattern, taking care that the different colors to be used later will not overlap. When the paper is opened out a stencil is ready for use.
4. Paste the colored bits of cellophane over the holes of the stencil.
5. Cut around the parts of the pattern, taking care to leave at least a quarter of an inch of the wrapping paper around the edge of the cellophane. These parts of the whole design will later be assembled on a background.
6. Cut another piece of wrapping paper the size of the window pane.
7. Paste a piece of cellophane over this background paper, choosing a color that is in keeping with the design already made, and taking care to put paste only on the edges of the wrapping paper background.
8. Assemble your design on this large piece of cellophane and paste it in position.
9. Paste a border around the edge which will cover the places where the cellophane background was pasted to the wrapping paper.
10. Place under weights until the transparency is perfectly dry, cut away the wrapping paper background, leaving only the border to which the cellophane is pasted, and then paste to the glass window pane.

For a large pane the procedure is almost the same. The difference comes in making the design. A landscape or garden design would be good to make. Instead of folding the paper and cutting so both sides are the same, plan for the whole window at one time.

A simple way of making these windows is to cut the stencil and paste the right colors behind it. Then paste this to the window. This is easier but not as pretty as the other way.

When the window is completed a dedication might be arranged which would bring with it a real worshipful experience.

22. An Illustrated Poem

"God's Five Gifts" (See page 27).

If it is possible the leader takes her group to a hill, a meadow, a pond, a park or other spot where Nature's beauty is to be seen. It may be a city yard or a florist's window. It may be simply out-of-doors where they can look up at the sky. The children are encouraged to talk about the beautiful things which they have enjoyed with their eyes. They mention trees, clouds, birds, flowers, or blue sky.

They are asked to close their eyes and think how many things they would miss if they were blind. Here would be a chance for informal

worship. The leader might say, "Shall we thank God for giving us so many beautiful things to see, and for giving us eyes to see them?"

The group draws, paints, or models something beautiful that it has seen.

The next day this interest group is taken out to explore for sound. They close their eyes and listen to the song of birds, the sound of wind blowing through the trees, the hum of insects, or of water lapping up against the edge of a pond. They discuss these sounds and recall other pleasing sounds of nature which they have heard. They listen to a phonograph record of some beautiful music or recall one of the pieces which has been used for music appreciation. They then make a list of the things they enjoy through the sense of hearing, make up a little song, sing some of the songs they like best, or draw pictures of things they enjoy listening to.

The third day is a day of exploration through the sense of smell. Many flowers have a sweet fragrance. Certain plants such as tansy, yarrow, bergamot, spearmint, sage, and sweet fern have strongly marked odor. Where it is possible the children go out to discover whatever may be enjoyed through their sense of smell. Sometimes the leader has to bring these in. Apples and oranges have sweet odors. Spices can be used. Flowers can be brought as well. The leader asks the children to bring things in.

Another time they experiment with the sense of touch. The cool smooth petals of a flower, the velvety softness of mullen leaves, the smoothness of an apple, rough and smooth bark on trees, the shapes of stones, both rough and smooth, running water, the breeze against one's face, all hold possibilities.

As a group the children discuss the delights that come to them through the five sense avenues. Then the leader reads the poem, "God's Five Gifts" (page 27). This should lead to informal worship.

Later the children illustrate the poem either in booklet form, as a frieze, or as five charts. The illustrations may be made with crayon, colored chalk, paint, paper cutting, or paper tearing.

The value of this particular small unit lies in the appeal it makes to all of the senses. It is varied, interesting to the children, and will leave a vivid impression upon them.

23. Making a Model Park (for City Schools)

This activity is suggested in connection with the work of the fourth week, after the telling of "The Dump That Blossomed." It may be made outdoors on the church lawn or inside in a sand box.

IX

CREATIVE WORK DONE BY CHILDREN

It is sometimes valuable to be able to compare the work of our pupils with work done by others of the same age and grade level. For this reason examples of work done by children are included in this section of the course to show types of results which may be expected.

THE MUSEUM

The following accounts were written by the children to explain the different objects exhibited in the museum:

THE MUSEUM

This is our museum. The boys painted it green. It is made of orange crates. We have put all the things that we have found in it. It is a Nature Museum.

OUR AQUARIUM

Our aquarium is a dishpan. It has sand at the bottom of it. There are green things growing in it to make air for the little live things. We like to watch the polliwogs go wriggling about. We must keep our hands out of the water because they don't like to be touched.

THE TURTLE

He has a back like a stone. He looks like a stone and has hard shells to protect him from danger. He eats worms and bugs. The turtle can swim. He is a snapping turtle. If we put him with the polliwogs he would eat them. He lives in the pond. We borrowed him.

POLLIWOGS

We got our polliwogs from the pond. Now they are beginning to have legs. Their legs are very little now. Their tails will grow smaller and smaller. When they are gone they will be toads or frogs. We will let them go.

FROGS

Our frog is green. He grew from a polliwog. He is green so he will match the water of the pond and so his enemies will not be able to catch him easily. We made a nice big cage for him. It has a dish of water in it for a pond. He likes to sit in it.

OUR SNAIL

I caught our snail in the pond. He carries his house with him. He

eats the slimy stuff in the pond. He keeps our aquarium clean by eating the slimy stuff off the rocks.

OUR BIRD'S NEST

This is a last year's nest. Birds build their nests of different kinds of materials. This nest is made of grass and horse hair. It is a chipping sparrow's nest. Our other nest is made of mud, feathers, and hay. We think it is a robin's nest.

THE SALAMANDER

This is our salamander. It was found in the woods. He is a pretty orange and brown and has orange spots. He eats little insects. He was born in the water.

MILKWEED FLOWERS

Milkweed flowers are pink. They smell very sweet. Butterflies come to them. In the fall the flowers change to seeds. They are packed in pods. Each seed has some fuzzy stuff. The wind blows them away.

THE MILKWEED BUTTERFLY

Three of us children went with our teacher to the pond. A milkweed butterfly was flying about a milkweed leaf. Richard wanted to catch him. We watched him instead. It was a lady butterfly. She laid an egg on the milkweed leaf. This is the egg. It is tiny.

OUR CATERPILLAR

This is a milkweed caterpillar. It is yellow, white, and black. It eats milkweed leaves. We feed it every day.

THE COCOON

One day one of our caterpillars was making a cocoon. He crawled to the top of his box. Then he spun a little web to hang himself to. He hung up by the tail. After that he wriggled out of his coat. Underneath was his pale green cocoon. He was pretty with gold on him. You can see him inside the box.

PINE CONE

A pine cone is the thing that holds the seeds of the pine tree. This is a pine cone.

BLOODSUCKER

It lives in the water. Sometimes it looks long and when you touch it it curls up. Bloodsuckers are sometimes used on people to draw out bad blood.

THE BUTTERFLY

I saw a little butterfly
Flying through the air,
I know he is so happy
Flying up there.
God gave him pretty colors
And wings to fly about,
He is very, very pretty,
Flying in and out.

SEEDS

In the spring we plant seeds. They grow. God sends rain to make them grow. His sun shines on them and makes them grow. The milkweed is wild. It has pink flowers. The bees help the flowers to make seed. They carry pollen from one flower to another. In the fall the plants die but the seeds are alive. The wind carries the milkweed seeds far away. They fall down and in the spring they grow up again. We thank God for the flowers, and for the rain, the sun, and the seed.

(Dictated by a first grade group.)

THE MOON

Oh beautiful moon,
Oh beautiful moon,
You are the queen of the night,
With stars around you
In a night sky so dark blue,
You are God's lovely light.

(This was written by an eight-year-old boy.)

MY RIDDLE

I am a white flower. I grow along the road. I have many little white flowers arranged in a pretty pattern like lace. I am very lovely. Although I am common I am beautiful. What flower am I? (Answer: Queen Anne's lace.)

(Written by a third-grade girl.)

CAN YOU GUESS ME?

I grow in pastures. I have a pretty pink flower but people do not think I am nice to pick because in my stem is white stuff like milk. It gets on their hands. I smell so sweet the bees and butterflies like to come to me for honey. I give the bees pollen. They carry it from flower to flower which is just what I want. Striped caterpillars eat my leaves. They turn into pretty green things. Out of each green thing comes a butterfly. What am I?

FLOWERS AND GOD

Flowers make everything beautiful,
They smell sweet as anything,
They make the world a pretty place
And make us want to sing.

God made the flowers beautiful
And made them smell sweet too,
He had a happy notion
Of something good to do.

(Written by a group of first grade children.)

A LETTER TO ACCOMPANY A GIFT

(This was dictated to the leader who wrote it because the children were in the first grade.)

Dear Children,

We are sending you some milkweed seed pods. In them are baby seeds all crowded together. Later in the fall the cradle breaks open and the seeds fly away to some other place where they won't be crowded. They will look like white feathers. They look like baby parachutes. The wind takes them far away. God planned it. He sent the wind that blows them away. In the spring they grow. The flowers are pink. There is milk in the stems. It looks like milk but it isn't. Butterflies come to the milkweed. Bees get honey from the flowers. They get pollen for their babies. We are sending you some pictures. We made them. We hope you like our pictures and will write to us.

Your loving friends,
Sally, Betty, Rose, Robert, Donald.

THE DISCOVERERS

(OUR PETER AND JESSIE BOOK)

CHAPTER ONE

The Invitation

Once upon a time there was a boy named Peter. He lived in the city with his father and mother. One day Peter received a letter from his grandmother who lived in the country.

Dear Peter,

Would you like to spend the summer with your grandfather and me? There is a little girl next door. Her name is Jessie. She hopes that you will come for she has no one to play with.

Your very loving,
Grandmother.

Peter was so very happy that he jumped for joy.

CHAPTER TWO

Jessie

Once there was a little girl named Jessie. She lived in the country. One day Peter came to the country to spend the summer with his grandma and grandpa Parker. Jessie lived next door to them. Peter called Jessie over. Jessie said she would like to come. They had fun.

They searched for little creatures. Jessie found a caterpillar. Peter found a frog. The frog jumped all over him. Peter was afraid at first for he had never seen a frog before, and it was slippery and cold, but Jessie told him not to be afraid.

"He won't hurt you," said Jessie.

After that Peter was not afraid of frogs. He liked them.

CHAPTER THREE

The Turtle

One day Peter found a turtle. The turtle had two shells. They looked strong.

"Perhaps they keep him warm," said Peter.

"If he were soft something might eat him," said Jessie.

"God gave him two strong shells to keep him from getting hurt," said Peter.

"They look like stones when their heads and tails are in," said Jessie. "Isn't God good to turtles?"

CHAPTER FOUR

A Milkweed Butterfly

One day Peter and Jessie went down to the pond to look at the frogs. A beautiful milkweed butterfly flew from leaf to leaf near the pond.

Peter said, "Let us catch it."

Jessie said, "Do not catch it. Let us see what it will do."
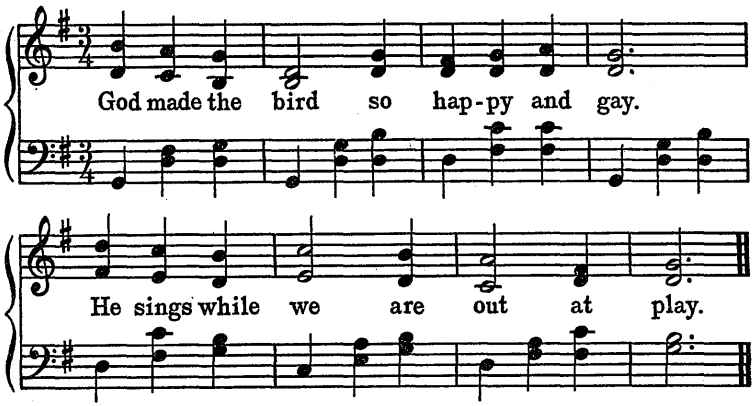
The milkweed butterfly laid a caterpillar egg on the under side of a milkweed leaf. Jessie and Peter broke the leaf off carefully and carried it to vacation school. Their teacher was Miss Brown. Miss Brown put it in a glass jar and showed it to the children. Then she put it in the museum.

The mother put the egg on a milkweed leaf because that is the kind of leaf that milkweed caterpillars like to eat.

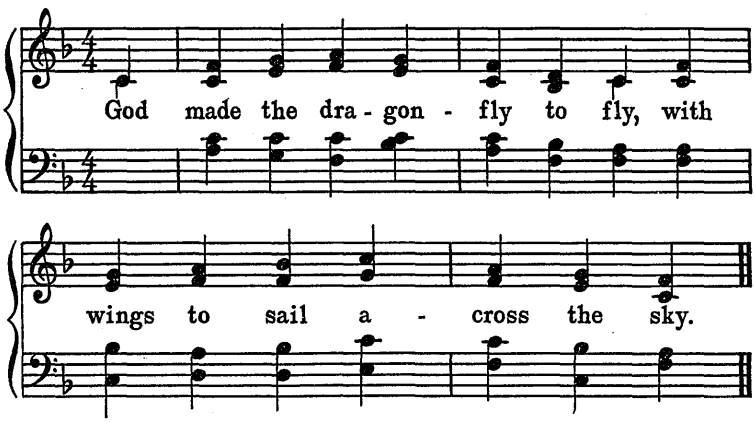
"I think God taught the mother butterfly to lay it on the right kind of leaf," said Peter. "Isn't God good?"

Melodies and Words Made by Children
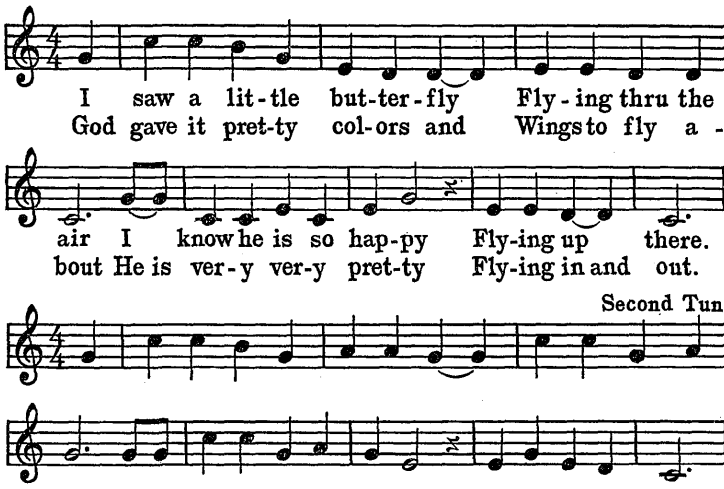
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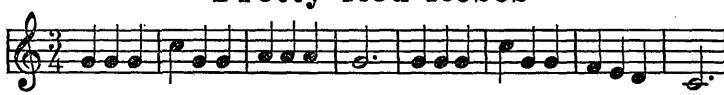
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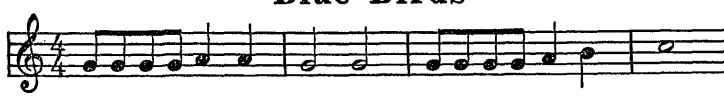


Butterflies



Pretty Red Roses



Blue Birds



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